BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT

OF THE

STATE OF WISCONSIN,

FOR THE

Two Years Ending June 30, 1892.

OLIVER E. WELLS, State Superintendent.

MADISON, WISCONSIN
DEMOCRAT PRINTING COMPANY, STATE PRINTERS
1892.

Office of STATE SUPERINTENDENT,

MADISON, WIS., December 10, 1892.

To His Excellency, GEORGE W. PECK,

Governor of Wisconsin :

SIR:—In compliance with the requirement of law I have the honor to submit herewith the fifth Biennial Report of the Department of Public Instruction, covering the years commencing July 1, 1890, and ending June 30, 1892.

I am sir, very respectfully,

Your obedient servant,

OLIVER E. WELLS,

State Superintendent.

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FIFTH BIENNIAL REPORT

OF THE

STATE SUPERINTENDENT.

OFFICE OF THE STATE SUPERINTENDENT,
MADISON, WIS., December 10, 1892.

The statute relating to the biennial report, as amended in 1889, requires the publication of a condensed report, for general distribution, and of a comparatively small number of copies of complete reports. The latter contain the statistical tables formerly published as an appendix to the general report.

It is the purpose of this report to give a general view of the present condition of the schools that are under the jurisdiction of the state, and of their progress during the two years ending Dec. 31, 1892. The statistics relate to the years ending June 30, 1892.

An effort is also made to summarize the work done by schools that are not established by authority of the state, and yet are important factors in the educational progress of the people. The review of these various agencies will be found under their appropriate titles. Good work has been done by them all, and in none of them is the prospect of future usefulness obscured by overmastering difficulties. It is not thought that school interests are best subserved by indiscriminate

praise; and hence the report points with unsparing finger to apparent defects in the present system and methods of the schools, and to failures in the administration of school affairs. Remedial agencies are wont to spring from a clear knowledge of defects. The public school system is so thoroughly interwoven with American institutions that anything that detracts from its usefulness or impairs its power is a cause for public anxiety. Patriotism demands plain speaking on the part of those to whom the care of public school interests are committed.

Statistics.

GENERAL SUMMARY.

CENSUS STATISTICS.	1890-91	1891-92
Number between 4 and 20 residing in the state June 30	609,970	618,884
Number between 7 and 13 residing in the state June 30	271,137	278,646
Number between 7 and 13 who attended public school 12 weeks or more	207,294	202,199
Number between 7 and 13 who attended private school 12 weeks or more	42,118	44,454
ENROLLMENT IN PUBLIC SCHOOLS.		
Number between 4 and 20 enrolled	357,807	360,640
Number under 4 enrolled	409	366
Number over 20 enrolled	1,038	1,058
Total number enrolled	357,817	362,064
PERCENTAGES.		
Per cent. of the number between 4 and 20 who were enrolled in the public schools	51.0	58.0
Per cent. of those between 7 and 13 who attended public schools 12 weeks or more	76.4	72.5
Per cent. of those between 7 and 13 who attended private school 12 weeks or more	15.5	16.0
Per cent. of those between 7 and 13 who did not attend any school 12 weeks	8.1	11.5
SCHOOL-HOUSES.		
Number of school-houses in the state	6,208	6,570
Seating capacity of all school houses	417,016	423,650
TEACHERS.		
Number of male teachers employed	2,316	2,207
Number of female teachers employed	10,026	10,148
Total number employed in public schools	12,342	12,355
Average monthly wages of male teachers (outside of large cities)	$44 96	$45 00
Average monthly wages of female teachers (outside of large cities)	$29 69	$29 40
Average number of months taught (outside of large cities)	.....	.....
TEACHERS' QUALIFICATIONS.		
Number of Normal school teachers employed — graduates	527	620
Number of Normal school teachers employed — nongraduates	1531	1684
Number of teachers holding state certificates	254	279
First grade certificates granted:		
By county surperintendents	321	392
By city superintendents	79	121
Second grade certificates granted:		
By county superintendents	916	944
By city superintendents	125	204
Third grade certificates granted:		
By county superintendents	7435	7789
By city superintendents	549	689
Certificates limited to less than one year granted	1726	1569
Total number of certificates granted	11,151	11,708
Applicants refused certificates:		
By county superintendents	4,298	4,421
By city superintendents	158	186

Statistics—Financial.

STATE CERTIFICATES AND DIPLOMAS.	1890-91.	1891-92
Number of unlimited state certificates granted	7	2
Number of limited state certificates granted	7	14
Number of diplomas of State University countersigned	21	18
Number of diplomas of Normal schools countersigned	49	71
Number of certificates of Normal schools countersigned	21	40
Number of diplomas of colleges countersigned	3	6
TOWN LIBRARIES.		
(Obtained by witholding money from the School Fund Income)		
Number of towns complying with the law	278	295
Amount witheld from School Fund Income	13,354	13,740
Amount expended for books	12,857	14,343
Number of books bought	16,796	19,355
Whole number of books in town libraries	.....	54,263
DISTRICT LIBRARIES.		
(Obtained by local taxation.)		
Number of books bought	8,451	6,279
Total number of books in the libraries	.....	28,579

FINANCES—COMMON SCHOOLS.

RECEIPTS.	1890-91.	1891-92.
Amount on hand at beginning of year	$1,512,728 89	$1,461,129 62
From local taxes for school purposes	2,079,175 00	2,545,089 92
From taxes levied by county board	674,408 72	694,344 12
From School Fund Income	761,752 63	903,822 04
From all other sources	290,303 68	546,337 13
Total	$5,318,368 92	$6,150,722 83
DISBURSEMENTS.		
For building and repairing	$476,566 35	$625,643 83
For apparatus, furniture, etc	153,217 11	68,664 75
For old indebtedness	154,662 75	171,013 21
For teachers' wages	2,664,813 34	2,777,106 53
For all other purposes	625,780 80	683,899 22
Total	$4,075,040 35	$4,326,327 54
Balance on hand	1,456,364 47	1,824,395 29
EXPENDITURES PER INDIVIDUAL.		
Based upon the census returns of children between 4 and 20 { In large cities	$7 32	$7 75
Outside of large cities	6 42	6 90
Bassed upon the enrollment of children between 4 and 20 { In large cities	16 43	17 30
Outside of large cities	9 91	10 56
EXPENDITURES PER INDIVIDUAL FOR TEACHERS' WAGES ONLY.		
Based upon the enrollment of children between 4 and 20 { In large cities	10 27	10 50
Outside of large cities	6 59	6 71

Financial.

FINANCES -- NORMAL SCHOOLS.

RECEIPTS.	1890-91.	1891-92.
Income from Investments § 185 R. S.	$48,790 68	$136,319 08
Tax Levy, chapter 214, laws of 1883.	1,938 34	2,000 00
Tax Levy, chapter 364, laws of 1885.	10,000 00	10,000 00
Tax Levy, chapter 409, laws of 1891.	.....	20,000 00
Refund Direct War Tax, chapter 453, laws of 1891	44,748 91	.....
Tuition, book rent	12,010 37	13,517 05
Total	$117,488 30	$181,836 13
DISBURSEMENTS.		
Salaries	$86,578 13	$92,705 58
Text books	2,801 85	3,440 66
Reference books	713 60	765 63
Stationary	1,502 50	1,171 48
Fuel and light	5,128 74	6,284 28
Furniture	2,152 10	2,608 08
Repairs	4,222 92	8,464 73
Building	1,128 44	47,422 75
Printing	653 67	756 03
Apparatus	956 95	864 27
Miscellaneous at the schools	2,051 87	4,542 62
Teachers' institutes	6,782 34	8,170 33
Services and expenses of committees and secretary	938 95	2,103 43
Postage, printing, stationary, and incidentals	831 27	1,285 76
Salary of secretary	1,000 00	1,250 00
Total	$117,488 30	$181,836 13

Financial.

STATE UNIVERSITY FINANCES.

RECEIPTS.	1890-91.		1891-92.	
Income from productive University Fund	$14,859 56		$16,102 45	
Income from productive Agr'l College Fund	17,113 02		16,961 95	
State tax, ⅛ mill, chapter 300, laws 1883	74,111 84		77,982 43	
Appropriation, chapter 282, laws 1889	11,498 40		12,415 04	
Appropriation, chapter 418, laws 1887	6,000 00		3,000 00	
Appropriation, chapter 62, laws 1887	12,000 00		12,000 00	
Treasurer U. S. for Exp. Station (Hatch)	15,000 00		15,000 00	
Treasurer U. S. for Agr'l College (Morrill)	48,000 00		18,000 00	
Appropriation, one tenth mill, chapter 29, laws 1891			62,385 94	
Income from Jackson bequest			461 65	
From students, fees, tuition, etc	18,250 07		21,186 43	
From students, laboratory expenses	3,340 24		5,106 42	
From students, library fines	6 56		12 54	
From farm sales	4,645 30		4,897 76	
From material sold	535 34		42 70	
From work done in shop			83 86	
From rents	300 00		319 15	
From insurance on gymnasium	2,965 00			
From interest, bank deposit			26 78	
From time service, Washburn Observatory	509 35		875 50	
From John Johnston Fellowship	400 00		400 00	
From Johnson Endowment Fund, refund	45 45			
From John Johnston Scholarship	250 00		250 00	
From John L. Mitchell Scholarships			1,000 00	
Total receipts	$229,829 33		$268,510 60	
DISBURSEMENTS.				
For Experiment Station		$35,894 80		$36,656 74
For College Engineering		21,042 78		32,796 36
For salaries (College Letters, Science, Law and Pharmacy)		50,810 59		82,091 67
For library		3,158 56		3,087 84
For apparatus		1,951 48		1,032 76
For furniture		915 86		1,052 20
For repairs		5,458 80		3,570 39
For incidental expenses		13,463 42		12,409 11
For laboratory supplies		2,764 32		4,679 71
For insurance		569 60		1,096 60
For expenses of Regents		536 97		944 60
For fuel and light		7,522 21		7,604 82
For printing and advertising		2,379 94		2,330 82
For roads and grounds		978 22		1,801 88
For interest (Lewis prize, two years				36 00
For real estate (Interest on Crosby note)		600 00		600 00
For Observatory		4,619 68		5,159 85
For apparatus "A" (chapter 500, laws 1887)		828 12		274 38
For Agricultural Institute Fund		11,350 00		9,893 27
For Johnson Endowment Fund income (interest)		300 00		302 73
For John Johnston Fellowship		400 00		400 00
For John Johnston Scholarship		250 00		250 00
For John L. Mitchell Scholarships				1,000 00
For Jackson Professorship of Law				228 31
For dairy building		91 02		32,305 79
For law building		179 89		24,977 94
For armory building		443 74		1,603 25
Total disbursements		$166,510 00		$268,187 02
Total receipts and disbursements	$229,829 33	$166,510 00	$268,510 60	$268,187 02
Balance September 30th	29,144 41		92,463 74	
Balance September 30th		92,483 74		92,787 32
	$258,973 74	$258,973 74	$360,974 34	$360,974 34

Expenditures and Enrollment.

GRAND SUMMARY OF EXPENDITURES.

	1890-91.	1891-92.
Common schools	$4,087,73[illegible] 01	$4,326,327 54
University	166,510 00	268,187 02
Normal schools	110,705,96	173,665 30
Teacher's institutes	6,782 34	8,170 83
Paid for instruction in —		
School for the Deaf	8,745 00	9,085 00
School for the Blind	3,135 00	2,949 00
Industrial School for boys	1,330 83	2,241 66
State Public School	1,943 00	1,829 65
Apportionment to Deaf Mute schools	7,636 83	3,956 34
Salaries of county and city superintendents	86,425 00	86,425 00
Postage and printing for above superintendents	10,197 00	10,197 00
Unabridged dictionaries for school districts	3,514 00	5,554 00
Total	$4,494,654 97	$4,898 572 44

GRAND SUMMARY OF ENROLLMENT IN PUBLIC SCHOOLS.

INCLUDING CITIES.

	1890-91.	1891-92.
Common schools	368,284	362,064
Normal schools	2,160	2,397
State University	966	1,092
Industrial School for Boys	437	361
School for the Deaf	187	179
School for the Blind	86	82
State Public school	290	283
Deaf Mute schools	55	52
Total	372,465	366,510

Statistics—Free High Schools.

SUMMARY FOR THE FORTY-EIGHT CITIES THAT ARE UNDER CITY SUPERINTENDENTS.

	1890-91.	1891-92.
Census of children between 4 and 20	186,111	202,683
Census of children between 7 and 13	73,250	82,647
Children between 7 and 13 who attended public school 12 weeks or more	45,081	42,840
Children between 7 and 13 who attended private school 12 weeks or more	24,184	27,248
Enrollment of children between 4 and 20 in public schools	83,000	90,315
Average number of days taught	180	180
Number of school buildings	271	299
Seating capacity of same	74,772	86,972
Teachers employed	1,664	1,923
Teachers holding state certificates	107	120
Normal teachers—graduates	382	443
Normal teachers—non graduates	225	270
Average salary of male teachers	$1,046	$1,071
Average salary of female teachers	381	412

FREE HIGH SCHOOLS.

	1890-91.	1892-92.
Number organized June 30	176	182
Number sharing in high school apportionment	175	181
Pupils under 20 years of age enrolled	10,198	10,757
Pupils over 20 years of age enrolled	279	265
Total number enrolled	10,447	11,022
Average daily attendance at all the schools	8,274	8,841
Average daily attendance for individual school	47	48
Average length of school year, in days	175	178
Pupils in English branches only	7,330	7,981
Pupils in German	1,146	1,243
Pupils in Latin or Greek	1,482	1,931
Average age of pupils entering high school	14	13.5
Number of male graduates	307	414
Number of female graduates	568	742
Total number of graduates	875	1,156
Number of male graduates since organization of school	2,523	3,137
Number of female graduates since organization of school	4,521	5,563
Total number of graduates since organization of school	7,044	8,700
Average salary of principals	$950	$982
Number of principals with salary of $1,000 or over	83	89
Number of female principals	1	
Number of male assistants	24	211
Total number of assistants	171	237
Number of principals holding state certificates	32	35
Number of principals holding university or college diploma	71	55
Number of principals holding Normal school diploma or certificate	53	58
Number of principals holding special certificates	20	21
Number of schools with an average daily attendance under 25	22	33
Average amount received for tuition, per school	$107	$128

The Department of Education.

THE DEPARTMENT OF EDUCATION.

There are employed in the office of the superintendent of public instruction an assistant superintendent, an inspector of high schools, a chief clerk, a clerk for the administration of the system of township libraries, a stenographer and a messenger.

It is difficult for one unfamiliar with the duties of the office to appreciate the burden of labor imposed by statute upon the department. It may be somewhat disappointing that the office is not more effective in working reforms and promoting progress in educational affairs. A brief summary of the work which must be done may help to explain why many more important things are not done in a single term.

The number of school districts, exclusive of cities having superintendents, is 6,273. Each has three officers, the clerk being usually the executive officer and therefore the correspondent with this office. There are nearly 1,100 towns whose clerks and treasurers must correspond with the department. Seventy county superintendents, 136 county clerks and treasurers, 48 city superintendents, 391 principals and assistants in the free high schools, and the treasurers and clerks of these schools, all have close business relations with the department.

Thus the regular official correspondents of the office number about 10,000. The irregular correspondents of the office probably equal the regular official correspondents.

Any action upon any matter pertaining to schools, by any municipal or town board, school district or public officer, may be appealed to the department. The most frequent subjects of appeal are those by teachers from the action of superintendents regarding certificates; by citizens from the action of district meetings regarding the selection of school house sites, the erection of school buildings, making the necessary repairs; and from the action of town boards in the formation or division of school districts and the division of property. These latter cases are usually the ones which offer the greatest perplexities

and impose the heaviest burdens. Questions arise which are not controlled by any existing statute and have not been decided by the courts of this or other states. Important personal and property rights are involved which lead to prolonged and bitter contention. Volumes of papers are submitted which require careful study and patient investigation conducted by means of correspondence. Weeks of labor are often required to decide one of these cases. During the present term, 52 cases of appeal, arising under the last two general heads, have been decided. It is a cause of no little satisfaction that opinions on so many cases, involving questions of such magnitude as the reorganization of the entire district boundaries of a township, should have been rendered with no appeal to the courts. The preparation of questions for uniform examinations throughout the state, voluntarily undertaken, upon request, by the former administration and continued through this term, imposes many weeks of arduous labor upon a competent person. The administration of the township library law requires wide acquaintance with library methods and extended knowledge of books. The preparation of lists from which selections are to be made and suitable annotation of these lists as a guide to the contents and character of the books, involves much study and literary work. Extended correspondence has been necessary to remove the objections to the system and acquaint the people with its advantages. It has been found necessary for the librarian to visit teachers' institutes, associations and summer schools and to attend the meetings of various other societies for the purpose of awakening interest in the effort to put good reading matter into the hands of every child. The legislative appropriation for this purpose has not been adequate to the needs of the work.

By far the greatest burden imposed upon the office in recent years is the requirement of the approval of the state superintendent to the qualifications of teachers in the high schools. The effort to secure the presentation of satisfactory legal

documents begins in May and continues without interruption until Christmas. Almost the entire time of the inspector during the summer vacation is devoted to this work. Thousands of circulars and as many personal letters explaining the laws have been necessary to insure its tardy operation. The inspector of high schools, for the year 1891-92, visited all save two of those schools in the state, the normal schools and the state university, traveling more than 15,000 miles by rail and 600 miles by steamboat and team.

The state superintendent is ex-officio a member of the boards of regents of the state university and of the normal schools. In addition to the regular work of these boards, he serves upon important committees which require much time and travel. His duties upon the committee upon examination of candidates for graduation from the normal schools and upon the committee upon the teachers' institutes necessitates much thoughtful effort.

With this meager outline of the necessary routine of the office it will not be difficult to appreciate the obstacles to the undertaking of new and progressive movements in lines not before undertaken in the state.

The law authorizes the secretary of state and the treasurer to appoint such clerks for their offices as they deem advisable and fix their compensation. The work performed in those departments is chiefly ministerial and clerical. In the department of education much of it must necessarily be original and constructive. If it is wise and helpful the results of much study and investigation must be wrought into attractive literary form. The work of the department affects every district in the state and touches the personal interest of every citizen, affecting him not only pecuniarily, but intellectually and morally. It is not easy to discern the wisdom of the restrictions placed upon the clerical assistance afforded to this department when it is contrasted with the freedom allowed to the purely business and financial departments of government.

Common Schools.

The superintendent ought to be authorized to employ, at his discretion, such competent assistance as may be necessary to devise and execute reforms in educational methods, or make innovations which the progress of the times seems to demand. He ought also to be permitted to send throughout the state, at public expense, representatives of the department who can most effectively do the work which must be done. He is trusted to audit his own expense account. He is certainly no less competent to audit the accounts of his subordinates. Cases of appeal and other matters of public importance could thus be transacted upon the grounds with greater certainty and celerity. The additional expense would be comparatively trifling and the department might become a real administrative and constructive one, instead of a bureau of statistical and corresponding clerks. The present force is sufficient for the regular clerical work. What is needed is authority to call to the aid of the department persons of exceptional qualifications for a limited time for special service.

Some of the constructive and progressive work done by the department during the present term may be learned from the statements concerning Arbor Day, Columbian Celebration, School Architecture, Revision of the Manual and Revision of the Code. Participation in the great public celebrations and leadership in those movements have brought the department into most intimate and helpful relations with the schools and their patrons, carrying instruction and inspiration into every community.

COMMON SCHOOLS.

Rural district schools continue to be the most important and the most perplexing factors in our educational system. These schools have been aptly termed the "people's colleges." A large majority of people find in them their only school training. They go into active life with only the mental equipment that these schools furnish. Meager as this equipment often, indeed,

generally is, it is indefinitely better than entire illiteracy. Public affairs and private interests are largely controlled by men whose only education was acquired in district schools. These schools stimulate their pupils to acquire the better education which the high school and the college offer. To most of their pupils they furnish the possibility of, and to many of them they give the incentive to, continued progress in self-culture. Out from the ill-equipped and meager training of the wayside schoolhouse have gone the men and women who have given character to American citizenship. It is to the training imparted by these schools that the country is indebted for those national characteristics that make government by and of the people possible. Somehow these rustic seminaries have managed to impart to their children the triple gift of Athene—self-knowledge, self-reverence, self-control. No other interest is so intimately connected with the common weal. Private and parochial schools are important agencies in the dissemination of knowledge. They contribute in no mean degree to that general stock of intelligence upon which the perpetuity of popular government depends. But after all has been said, it remains that the tendency, though it may not be the purpose of these schools, is to disintegrate and to divide; to separate society into classes. The common school alone is as wide as the land and as deep as its needs. It comes "with equal steps to the palace of the rich and the hovel of the poor." It offers the possibility of mental culture to the people of every faith and of every language. It is the only organized agency that can weave the varied threads of our national life into the web of American citizenship. Other interests may, and should be fostered and sustained. This MUST be. It is believed that the years covered by this report have been as fruitful in work beneficial to the rural schools as any preceding ones. After protracted consultation with teachers of widest experience the Manual was rewritten for the purpose of making it a better guide, and of increasing its adaptation to the present wants of

these schools. In superintendents' conventions, in teachers' institutes, and in associational meetings the effort has been unremitting to quicken interest in the rural districts, to secure better supervision, and to give to teachers a better conception of the work needed in the schoolroom. That these agencies have improved the character and equipment of the instructional force is manifest. But, although these schools are the most important agencies that the state has established for the education of her people, and constitute the foundation on which all other public schools rest, or from which they spring, they are the weakest, most inefficient par of the system. Neither the character of the work in these schools nor the compensation allowed can retain teachers of acknowledged power in their service.

Petty neighborhood dissensions are reflected in these schools; affect and often control their management. Teachers and school officers are displaced, and school management is reversed on account of antagonisms engendered outside of the school, which would have little influence away from these storm centers. Districts are torn asunder and the usefulness of their schools destroyed by disputes concerning the choice of schoolhouse sites, although the equities of these cases are seldom far to seek. Wrangles relating to changes in district boundaries are incessant, and people are constantly retained in districts whose schoolhouses are inacccessible to their children because of inequalities in the wealth of districts in the same town. The taxation that would enable the smaller districts to maintain well ordered and well equipped schools would crush their inhabitants. Districts are unnecessarily unequal in wealth and school population, and their outlines are unnecessarily jagged. In the sparsely settled portions of the state where schoolhouses are few, those of adjoining districts are not unfrequently situated within a mile and a half of each other. In no inconsiderable part of the state the number of children is steadily decreasing, and the schools are so poorly attended that they

are robbed of all zest. Apart from those local feelings that are wont to resist any encroachment upon established institutions or customs, it is safe to say that it would be easy to redistrict a very large number of towns in such a way as greatly to enhance the worth of the schools while reducing the number of districts.

Since 1869 the legislature has passed various acts providing for a township system of school government. More than sixty towns have organized under the provisions of these acts. These are nearly all in the new regions of the state, and in the main have organized for the purpose of raising revenue from the taxation of unoccupied lands. One, and perhaps the main purpose in this legislation, was to induce the establishment of township high schools. Only four high schools have been established under the provisions of these acts, only two remain, and there is little prospect that this legislation will be more fruitful in the future. Interest in school affairs must be greatly increased before the inhabitants of thirty-six sections will make provision for sending their children to the same school. Moreover, the physical features of many towns present insuperable obstacles to the execution of such a scheme. But even if the hope of founding township high schools should prove illusory, it seems manifest that the township is a better unit for the organization, maintenance and management of schools than the independent district. There are few towns in the state whose children could not be accommodated in six schoolhouses judiciously located. Nearly all towns in the settled portions of the state could support so many schools without burdensome taxation, and would furnish pupils enough to sustain interest in the schools, and to stimulate teachers to do their best work. Enthusiasm is born of numbers, and a full school is an incentive to high endeavor. Under present arrangements there are seven or eight independent districts and twenty-one to twenty-four school officers in nearly every town. The attendance in many of these schools is so meager

that ill-prepared and inefficient teachers are thought to be as good as the district can afford, or the needs of the schools demand. Multiplication of school officers diminishes the chances of effective service. A board of school directors, composed of a single officer from each sub-district, would be much less likely to be influenced by the passions and prejudices begotten of neighborhood strife than are district officers who often owe their election to the triumph of one or another of the contending factions. Systems of government are never perfect, but in many ways school interests would be benefited by making the town the unit of school organization. It can scarcely be doubted that the school affairs of a town would be managed more economically and more intelligently by a central board than they are now managed by eight or more independent boards. School taxes would be uniform, and the poorer parts would be aided by receiving more than they contributed to the general fund. This would be in harmony with our general system of government. Schools are established and maintained for the common safety and the common welfare, and it is right that individuals and communities should be required to contribute to their support according to their several abilities. Under the independent school district system the poorer districts are heavily taxed to support indifferent schools, while the wealthier ones are able to support better schools with a lighter percentage of taxation. Under the township system a course of study could more easily be adopted and followed, text-books and other material appliances would be more nearly uniform, people would send their children to the most accessible school-houses, and the endless friction arising from the alteration of district boundaries would be avoided, and more efficient supervision would be secured.

The town is the smallest unit in our political system excepting the road and the school district, and it is notorious that town affairs are managed more intelligently than are those of road or school districts. Experience shows that such a change

in the administration of school affairs, however desirable, cannot be expected from the voluntary action of the towns themselves.

Men of their own accord do not relinquish opportunities of even slight preferment. The tendency of thought to continue along well worn grooves is patent. The indisposition of people who are untrained in the conduct of public affairs to change existing methods of procedure is well known. But these are obstacles that lie along every pathway of progress. Conservatism is baneful when it resists needed reforms. It is admitted that country schools have shared but slightly in the progress that marks every other educational agency. The margin that separates the wayside school from utter failure is dangerously narrow.

ATTENDANCE OF PUPILS OF COMPULSORY SCHOOL AGE.

The census for the school year ending June 30, 1892, showed that there were 278,646 children residing within the state between the ages of 7 and 13 years. Of these, 202,199 were reported as having attended public schools for a period of 12 weeks or more during the year, and 44,454 attended private schools for at least 12 weeks. It would appear from this statement that 31,993 children of compulsory school age were not in any school for the period required by law. The official reports, however, bore evidence of defects with reference to this item. No private schools were reported from counties where they were known to exist. An effort was made to supplement the official reports with reports from those in charge of the schools controlled by the Catholic and Lutheran denominations within the state. Through the courtesy of these gentlemen, important and interesting data upon this subject were obtained. The time given for securing the information was limited, which prevented obtaining a full report. Sufficient data were secured to make it evident that the official reports relating to private schools are not reliable.

There was in attendance upon the Lutheran schools, which reported, 19,649 children between the ages of five and fourteen. It is safe to estimate that at least 17,000 of these were between the ages of seven and thirteen, as children under nine years are seldom sent to these schools located in country districts. One hundred and two parish schools in the Catholic Diocese of Milwaukee reported 16,556 children between the ages of seven and thirteen as having attended during the year, and fifty-eight schools in the Green Bay Diocese reported 8,633. The report from the Catholic schools in the La Crosse Diocese showed a total attendance of 8,530 children. If the percentage of enrollment of those between seven and thirteen on the total enrollment of this Diocese is the same as in the first two Dioceses, then there were 6,994 children between the ages of seven and thirteen who attended school. This would give 50,461 as the total number enrolled in the parish schools of the Lutheran and Catholic denominations. Had reports been received from all the schools managed by these denominations, the number of children of compulsory school age would reach 55,000, which is nearly 11,000 in excess of the number reported by city and county superintendents for all the private schools of the state. The number of delinquents not accounted for is thus reduced to 20,000. Complete and accurate reports from both public and private schools would, in all probability, diminish the number still further.

COUNTY SUPERINTENDENTS.

Except teachers, no other persons are so closely related to the success of the rural schools as county superintendents. Upon no other school officers is so great responsibility imposed, and to no others are so abundant opportunities for effective service offered. To each of them is committed the superintendence and supervision of a large number of schools. Through both agencies they can mould, direct and determine the character of the work. The duty of examining and licensing

teachers enables them to speak with authority on all that relates to the teachers' scholastic attainments and natural aptitude for the work of instruction. Through the work of supervision, they may strengthen, encourage and direct the teachers under their charge. By means of institutes and associational gatherings, they may correct faulty methods, stimulate zeal and awaken a juster appreciation of the nobility and worth of the teacher's calling. Knowledge gained from all these fields enables them to weed from their corps those who fail through lack of ability or lack of devotion. Such work demands ability of no mean order. It is manifest that county superintendents should in the main be superior to the teachers under their charge in scholarly attainments, in breadth of view, in knowledge of the practical work of the school-room, and in acquaintance with the currents of thought in their profession. Only through more accurate and more comprehensive views of the real significance of the teachers' calling can they direct and control the interests committed to their charge. Every county superintendent ought, as a rule, to be as able as any teacher under his jurisdiction. To appoint men to conduct examinations that they would be unable to pass, and to direct the work of teachers whose experience and scholarship are vastly wider and more accurate than their own, is a process that "gives satire all its strength."

It does not seem irrational to require sixteen months of successful teaching and a limited state certificate as qualifications precedent to election to the office of county superintendent.

It is certainly anomalous that while the humblest teacher in the precinct is required to procure legal evidence of fitness for his place, a county superintendent is not obliged to show that he could teach the smallest school under his charge, or could pass the slightest of the examinations that he is required to conduct. Such a contingency is by no means imaginary. There are men and women engaged in this work whose judgments have been ripened by experience and by study and who

give to the school interests of their counties an unstinted devotion. But under present conditions it seems impossible to retain them in the service of which we are writing. To capable men and women the schoolroom and the city superintendency offer more remunerative and more congenial work. But while the schools are greatly benefited and enriched by the services of conscientious and capable superintendents, the fidelity and ability of these officers render the defects of others who lack one or both of these qualifications the more conspicuous. Men find their way into the superintendent's place who have little sense of the obligation imposed by public trust, or of the dishonor involved in receiving unearned pay.

Many apparently conscious of their total unfitness to discharge the duties of an office that they have eagerly sought, "absent themselves from the counties or districts for which they were elected and engage in other pursuits," in violation of a statute whose only purpose was to hold these officers to a faithful discharge of the duties for which they are paid. Unfortunately, the instances are not rare in which county superintendents engage in other occupations, or pursue professional studies while the schools nominally under their charge are in session, assuming to do by correspondence what it is well known can be done only by personal supervision.

It has already been said that the common school is fundamental in our educational system, and in the preparation for American citizenship. Anything that impairs its usefulness is a matter for public solicitude. A remedy should be sought for every difficulty that impedes its progress or diminishes its power. The work of superintending country schools offers to teachers needed relief from the confinement of the schoolroom, and a wider and more fertile field of usefulness. If the salary were commensurate with the labor and responsibility that the position imposes, men and women of larger acquirements would seek and retain these places. It will be said that the compensation rendered to many, perhaps to most of the

present incumbents of the office, is as large as the service rendered justifies. This would be true if the pay were reduced by one-half. There are conscientious and capable people engaged in this work who would discharge with unswerving fidelity any responsibility that they would voluntarily assume. But it is idle to expect that this, or any other branch of school service, will greatly attract or long retain men and women who can command more remunerative places in other fields of their own profession.

In the long run, the amount of pay determines the character of service. Only one policy will secure such talent as the importance of the work demands. That is, to pay enough to secure trained and tried ability, and then to require equivalent service.

Another difficulty constantly confronts the conscientious and capable county superintendent. The field under his jurisdiction is too wide, and the number of schools too great to admit of effective supervision. Every city superintendent knows that it is only by oft repeated visits to each of the schools under his charge that he can become intelligent as to the character of the work done, or can be enabled to give judicious counsel and advice. But in a majority of counties the superintendent can visit the schools under his charge but once in a year; often he is not able to accomplish so much as that. Every year there come into his corps, young people who have had no experience in the teacher's work, and who must learn their trade amid the perplexities of the schoolroom — learn it, indeed, at the expense of their pupils. Such persons need to be steadied in their work by those whose judgment has been ripened by experience in school affairs. Such aid must come through the county superintendent, or school interests must suffer until the tyro has learned by an experience — often bitter to herself and disastrous to the school — the "theory and art of teaching." The work of superintendency is often, perhaps generally, well done; that of supervision, under present conditions, is, and

of necessity must be, almost worthless. Either the number of superintendents should be increased, and the fields under their respective jurisdictions narrowed, or superintendents should be allowed to appoint assistants to aid in the work of supervision during term time. Valuable supervision might be secured by assigning to experienced teachers not more than twenty-five schools situated within an area of four townships. The superintendent would supervise one district, the assistants would be employed only during term time, would receive no greater wages than were at the time received by the most experienced teachers in the district, and each would report to and be under the direction of the county superintendent. Such a scheme would cost more than the present arrangement, but it offers a solution of a real difficulty, and, if judiciously managed, would give to country schools the supervision that they greatly need. The sharp contrast in effectiveness between country and city schools is to be attributed in great part to the difference in supervision. Counties are now paying for supervision that is nearly worthless, two-thirds, perhaps, as much as efficient supervision would cost. Surely this is unwise.

EXAMINATIONS AND CERTIFICATES.

There is a radical opposition of pecuniary interest between the prospective teacher and his pupils. It is the apparent interest of the teacher to begin to draw upon the public funds as quickly and as easily as possible; the interests of the children demand his coming with maturity of judgment and breadth of culture. To restrain or mitigate the encroachment of the one and to defend the helplessness of the other is the mission of the superintendent. The fable of the boys and the frogs not inaptly applies. Sport for the one may be death to the other. The sympathy of the public is too seldom with the children. For each person there is but one childhood whose opportunities lost cannot be reclaimed. Even the limited advantages of ill-equipped country schools are a priceless heritage. To squander

these through the incompetency of teachers is little short of criminal. In every enlightened community barriers are erected against the possibility of such waste. The statutes prescribe the conditions of admission to the profession. Despite acknowledged defects, no better method of determining one's fitness for the work has been devised than that of examinations. Its chief value, however, is protective, not informing or inspiring. It is a kind of educational quarantine, indicating the nearest safe approach to the danger line. It says crudely, "Thus much of mental health and strength is necessary for entrance." There can be no prosperous system of schools built upon the lowest grade of teachers which the laws will tolerate. Enlightened public sentiment will demand that fuller equipment which the law can never prescribe.

The subject of examinations assumed sudden and unexpected importance on account of the change in the law relating to the qualifications of instructors in free high schools. Correspondence relating to those teachers directed attention to the qualifications of teachers in other schools, particularly those in the cities. But little discussion was needed to disclose the fact that in some of the principal cities of the state, few, if any examinations were held, and certificates were granted upon other considerations, or altogether ignored. In the rural communities the requirements of the statutes relating to certificates seem to have been generally observed with commendable fidelity by superintendents and district officers. It is not easy to see the justice of administration which forfeits to the destitute backwoods school its trifling pittance of state aid on account of the failure of a school girl to secure full legal qualifications, while granting to the richest municipalities the lion's share of the public funds without any requirement as to the legal status of their teachers. No inquisition into the affairs of cities has been made, but where delinquencies have been disclosed through correspondence relating to the schools, the proper officials have been warned of the penalties

incident to neglect of statutory requirements. The state superintendent has strenuously refused to perform any duty conferred by law upon local authorities, but has insisted that they should exercise the powers vested in them. Thus in Milwaukee he insisted that the charter provisions for the examination and certification of teachers meant, in the absence of more specific directions, that this should be done in conformity to the general laws. He therefore insisted that the city superintendent should issue certificates to all academic teachers not already the rightful possessors of some other legal document. The sole requirement was, do what the statutes and your charter authorize you to do and full credit will be given to your acts, unless they are challenged by competent authority. This simple rule has been uniformly observed throughout the state. No doubt it affords opportunity for abuse, but the community which permits it is the principal sufferer, and the remedy for its correction is in its own hands. In any event, the law makes this distribution of authority, and the wisdom of such disposition is not doubted by the state superintendent. It is his conviction that better character, as well as better administration, will be developed under local self-government than under centralization of authority. Only when local officers neglect or refuse to govern or when they abuse their powers of government should they be controlled from without. But the state is not a disinterested spectator of the conduct of schools. It is in partnership in the business. It takes tribute from all property in the state and distributes it among the schools in proportion to the number of children of school age. It ought to have and to exercise the right to say, "Thus far shalt thou go, but no farther."

UNIFORM EXAMINATIONS.

For a number of years this department has sought to secure greater uniformity in examination for teachers' certificates.

Formerly the qualifications required for these certificates were as wide apart as the capabilities and caprices of county super-

Uniform Examinations.

intendents were varied. Teachers rejected in one county on account of defective qualifications found ready admission to the corps of teachers in another. The effort of capable and conscientious superintendents to raise the standard of scholarship requisite to certifications in their own counties was constantly thwarted by the conduct of superintendents whose conceptions of the teacher's work were narrower, or whose consciences were less exacting. Such inequalities in the work were unjust to teachers and detrimental to the schools. These examinations are the legal barriers protecting the schools from the incursions of the ignorant and the incompetent. The faithful and intelligent administration of the law requiring these tests of scholarship and ability as the foundation of a license to teach is essential to the welfare of the schools. That these examinations should be as nearly uniform as the differing conditions of the schools admit is equally important to every interest involved. Conventions of county superintendents have already done something to unify the work of these officers, and to secure a consensus of opinion on points of vital interest. But it is impossible to secure practical uniformity in the tests for admission to the teachers' corps by the action of the county superintendents themselves. They are too widely scattered, their attainments are too varied, and their conception of the necessary qualifications for effective service in the schoolroom too diverse to admit substantial agreement among themselves. These officers have expressed a very general desire that the questions for examination of teachers should be prepared by this department. Accordingly, and in compliance with previous custom, several series of questions have been prepared and sent from this office for each series of examinations that have been conducted since the present incumbent entered upon the duties of his office. These questions have been used in whole or in part by a large number of superintendents. Some preferred to use questions prepared by themselves, and others were unable or unwilling to hold examinations at the

time fixed by the state superintendent. There is abundant testimony from those whose opinions are entitled to weight in such matters that the effort has resulted in establishing more fitting and more rational requirements for teachers' certificates. But "influence is not government." That teachers and schools should be subject to the varying requirements of sixty or seventy independent officers is intolerable. The only apparent escape from these incongruous conditions lies in allowing the state superintendent, or some board appointed for that purpose, to determine authoritatively both the questions to be used and the time at which examinations shall be held.

When superintendents shall be required to furnish evidence of fitness for the work and responsibility that the place imposes, it would be wiser to leave the whole matter of the examination and certification of teachers in their hands. Some oral work should form a part of every examination of teachers. So much scholarship as is required to pass a creditable examination in the topics embraced in a common school curriculum is an essential part of a teacher's equipment; but it is a part, not the whole. Teachers of accurate scholarship make lamentable failures in the schoolroom, through want of those aptitudes for the management and instruction of schools which are also indispensable parts of the mental furniture of every true teacher. Power to command and aptness to teach are not revealed by a written examination. The law wisely fails to determine the year that bounds immaturity of judgment. All that appertains to the power of applying mental attainments to the work of the schoolroom is left to the discretion of the examiner, and can be determined only in the presence of the applicant.

EXAMINATIONS OF INSTRUCTORS IN HIGH SCHOOLS.

It is important that the recent administration of laws relating to the legal qualifications of teachers in free high schools should be fully understood. It is believed that a reform has been begun which, if completed, will be of incalculable benefit

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to these schools. Its object and application were explained in the following paper, written by the state superintendent, and read by him before the Wisconsin Teachers' Association, Dec. 29, 1891, entitled, "Purpose and Extent of the Law Relating to Approval by the State Superintendent of High School Principals and Assistants."

There was practically no change made by the last legislature in the qualifications of principals and assistants in free high schools. Since 1881 the law relating to this subject has been: "Every principal of any high school hereafter elected or appointed shall be a graduate of some university, college or normal school, or shall hold a state certificate or shall pass an examination in the studies required to be taught in any such school." Upon page 9 of the circular relating to high schools, issued in 1890, may be found this interpretation of the law:

"A high school is a public school, and every teacher, whether principal or assistant, must hold an unexpired certificate, authorizing him to teach a public school, obtained from the superintendent having jurisdiction where the school is located. A diploma of a college, normal school or university, unless countersigned by the state superintendent, is not a certificate."

The high school board is not authorized to employ a principal who does not belong to one of the following classes:

1. Graduates of a university, normal school or college.
2. Teachers who hold state certificates.
3. Persons who have passed an examination in the branches of the prescribed course of study.

"The state superintendent will require of applicants for the special examination a certificate in force from the county or city superintendent and will examine only in the branches of the course of study not covered by such certificates."

Briefly stated the interpretation of the law of 1881 has been that a high school is, first of all, a common school, and its teachers must therefore possess the legal qualifications of common school teachers. Secondly, a high school is something more than an ordinary common school, and its teachers therefore need additional scholastic qualifications, indicated by a diploma or state certificate.

If this interpretation has ever been thought improper or unwise, the fact has not become generally known. The last legislature simply put this interpretation into the statute by incorporating in the first sentence quoted the words, "Shall in addition to his legal qualifications as teacher of a common school,"

so that it now reads, "Every principal of any high school hereafter elected or appointed, shall in addition to his legal qualifications as teacher of a common school, be a graduate of some university, college or normal school, or shall hold a state certificate or shall pass an examination in the studies required to be taught in any such school." The law expressly recognizes all former certificates and also continues the provision for a special examination by the state superintendent of candidates not otherwise qualified.

It is thus seen that nothing was added to the qualifications heretofore required of principals. Whatever document would have legally qualified them within the last ten years will qualify them now.

Interest in this discussion doubtless centers in another added clause which provides that, "Each principal and each assistant teacher in a free high school shall be eligible to teach only upon the approval of his certificate by the state superintendent." The question which most naturally arises is, "What can the approval of the state superintendent add to qualifications already prescribed by law?" The natural answer would seem to be, "Nothing whatever;" and this is strictly correct. The state superintendent simply witnesses to the possession of some form of legal qualifications required by law. The sole purpose in the passage of the law was to insure properly qualified teachers by making the state superintendent publicly testify to the qualifications and permanently record the fact of their possession. If the prescribed document bears no evidence of irregularity and is not challenged by competent authority, it must be approved. If the candidate has no certificate, the state superintendent must, upon application, provide for his examination in the branches not included in the certificates which county and city superintendents are authorized to grant, and grant him a certificate if he is found qualified. Since the law does not designate the qualifications of assistants in free high schools, beyond the requirements of teachers of common schools their additional qualification must be determined by a reasonable interpretation of the statutes. As has been shown, the requirements of principals who do not hold a state certificate and are not graduates of a normal school, college or university has heretofore been that they shall pass an examination in all the studies of the course of study which they are to administer. Since the principal part of the teaching in many schools is done by the assistants, and all of it in any of the schools may need to be one by them, it seems reasonable to require of them a certificate containing at least the branches which they must teach. This is the interpretation which has been given to the law.

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In accordance with this construction, assistants have been requested to report to the department, after consultation with their principals and school board the studies which they expected to teach. An effort has been made to secure from them for approval that grade of certificate needed to include any subject which they must teach. It is needless to add that the attempt has not been so successful as could be wished. Notwithstanding the most vigilant and persistent efforts of the department since last May, there are still some principals and assistants whose qualifications have not been approved.

If it be asked what is the necessity for such a law, the answer is that many teachers have heretofore been employed without any legal qualification whatever. The reports of the inspector of high schools for the year ending June 30, 1891, show that there were employed last year ten principals and forty-three first assistants who had no legal qualifications for their places. The second, third and fourth assistants were not reported. Moreover, there were many employed who had only the most meager legal qualifications, with no adequate scholastic qualifications for their work. Young girls holding only third grade certificates were attempting to teach General History, and English Literature, studies found only upon the state certificates. It was to correct such abuses that this legislation was asked.

It may be interesting to know that the legislature was unwilling to commit to the state superintendent such absolute authority as the language of this amendment seems to imply. The concession was made only upon the express understanding that no new requirement was imposed, but that the teachers should simply be required to satisfy the state superintendent that they had some form of certificate known to the law and that the certification of the fact of such possession by the state superintendent to the local school officers would constitute their warrant for contracting with such teachers. It was also seen that, if the law were interpreted in harmony with itself the first part of it would amply protect teachers against an arbitrary use of power granted by the second part, and that too slight attainments and not too much authority would bar any one from the profession.

To make more definite the plain intent of the statutes and to incorporate their previous interpretation and operation, the law relating to the distribution of public funds for the support of free high schools was so amended as formally to authorize the state superintendent to withhold the apportionment from any school that neglects or refuses to obey the law. The language of this amendment to Sec. 466, laws of 1889, is as follows:—

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"Provided the state superintendent shall be authorized to withhold the certificate from any free high school district for reasons based upon failure to comply with the laws relating to free high schools, which reasons he shall have transmitted in writing to the free high school board thereof on or before the thirtieth day of the preceding June."

The state superintendent has always exercised the right to inquire into the validity and sufficiency of the qualifications of principals of the free high schools, as well as the authority to withhold the apportionment of money to these schools for failure to comply with the laws relating to them. The cities and villages which maintain such schools receive the largest proportion of the apportionment of common school funds, because of excess of population. They also have a special yearly appropriation of $50,000.00 from the general fund, on account of these schools. It would be absurd to exempt them from the necessity of employing properly qualified teachers while exacting it from the district schools. No legislation has ever contemplated it, and no interpretation of the law has ever permitted it. The question has always been one of administration and not of law.

With this explanation the queries implied in the designation of my topic upon the program could be answered by stating that its purpose is to secure properly qualified teachers in the free high schools, and its extent includes only a plainer declaration of the power to compel teachers and school boards to obey the requirements of laws in existence for many years.

My instructions were to consider the title of my topic as merely suggestive, and to give myself such latitude as would permit the presentation of the various phases of the subject for discussion. The administration of the laws is attended with many difficulties. Who is "a graduate of some university, college or normal school?" A definition for a graduate and for the names of each one of these schools is needed. A short time since a graduate of the law department of the state university wrote requesting me to countersign his diploma. Was I justified in refusing on the ground that he was not a graduate of "some university or college?" His department is designated in the university catalogue as the "College of Law." You would probably agree that the diplomas from the "Colleges" of Agriculture and Pharmacy should not be countersigned. What shall be said of the College of Engineering? It requires rigid and prolonged work. No doubt it gives valuable training, but it contains no history or literature and but little science. Manifestly a distinction must be made between the courses, but where shall the line be drawn between them and who shall determine it?

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Chapter 209, laws of 1880, permits the state superintendent to countersign the diplomas granted by "any incorporated college or university located in the state of Wisconsin whose courses of study are fully and fairly equivalent to the corresponding courses of study in the state university." The last clause of the first section of this statute makes it obligatory upon the superintendent to ascertain that the course of study from which such person has graduated is fully and fairly equivalent to the corresponding course in the state university.

It is an anomalous position for the state to assume in thus guaranteeing the efficiency of work over which it has no control. It has no power either to prescribe the courses of study or to insure fidelity to them. But this anomaly does not constitute the difficulty in countersigning their diplomas.

Turning to the last catalogue of the state university we find that its principal courses have ceased to be written as courses after the sophomore year. Following the Ancient Classical, the Modern Classical and the English courses we find this general statement: "The work of the Junior and Senior years is chiefly elective." Psychology and two additional terms of philosophical study, political economy, constitutional law, a general survey of English literature and the elements of physics, chemistry, botany, and zoology are required for graduation, and if they have not been satisfactorily acquired before, must be taken during either the Junior or Senior year. As a matter of fact, all that is necessarily implied in the requirement for these last two years of the courses, except the indefinite statements, "two additional terms of philosophical study," and "Constitutional law" may have been acquired before the student entered the university. Many of our high schools, such as those of Milwaukee and La Crosse, and the normal schools, teach all of these studies and do it fairly well. This fluid and fluent standard is set for the guidance of the state superintendent in determining the rank of incorporated universities and colleges in Wisconsin, and in deciding which of their various courses shall be recognized in countersigning diplomas. It is no easy task to judge a written course of study by an unwritten one. The meaning of the term normal school is reasonably definite in this state since we have only state institutions under the control of a single board.

Perplexity increases when we begin to decide upon the schools without the state whose diplomas shall be approved for the principalship of the free high schools. I have uniformly interpreted the law to indicate only regularly incorporated state normal schools under state control. I have also held that the statute last quoted fixes the minimum standard for a college or

university in other states. I have not felt at liberty to estimate their standing by the rating given to certain Wisconsin institutions, but have looked constantly to the state university, judging its present ambiguous and flexible courses by the more definite written courses in force at the time the law was passed.

The present provisions of law which prevent graduates of institutions without the state from ever acquiring, except by examination, a standing as teachers of common schools within the state is the cause of no little irritation. Doctors Stearns, Freeman and Birge, Presidents Albee and Mapel, and Professors Gillan and Pray could not legally contract to teach the smallest and weakest high school in the state without first obtaining a certificate from the county superintendent, or a state certificate from the Board of Examiners. They are interlopers, vagrants from Harvard, Ann Arbor, or other foreign schools. They may do well enough for the state university and normal schools, but they must be examined and properly licensed if they wish to teach in our district and high schools, and they must repeat this examination at least once in four years if they wish to continue the service. By graduating from the institutions in which they teach, they might, after a year's successful teaching in the public schools, secure legal equality with the graduates whom they have instructed. Twenty years' faithful service gives them no legal standing. I am not aware that these gentlemen are seriously agitated over the matter, but I know of no other way to make evident the position of many others equally well trained in the same or similar schools. Perhaps the illustration will help some persons to understand the difference between literary and legal qualifications. A state certificate issued in another state, no matter how comprehensive and searching may have been the examination upon which it was based, has no better recognition in this state than foreign diplomas.

Is it not possible by appropriate legislation to commit jurisdiction in these cases to some disinterestd and competent body? The board of examiners for state certificates is already provided for kindred service. Why might they not be empowered to determine the colleges, universities and normal schools whose diplomas from designated courses should be approved, and what state certificates should be accredited? All such schools and examining boards could then, upon notice from the board, present their credentials. The list of schools, with their approved courses, and of state certificates, could then be published. From this circular, which should also contain the substance of the laws relating to certificates, every foreign

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candidate could readily determine his legal status. Upon the recommendation of the board the state superintendent might be authorized to grant certificates varying in time and application, according to the attainments and experience of the applicants. It is only upon their recommendation that he now issues state certificates. It might not be a loss to the state to be hospitable to talent and culture seeking admittance. Such petty provincialism scarcely comports with the dignity of the state. Our educational institutions do not, or should not, needto be thus protected.

The interpretation which has required all normal schools to be state institutions and all colleges and universities to be fully and fairly equivalent to the state university has kept out some applicants for positions who were unwilling to qualify under our laws. It has caused others to qualify, or to begin the process, who have hitherto been admitted. The requirements of a first grade local certificate from all principals not otherwise qualified has also excluded some. Heretofore a third grade certificate has been accepted. Similarly, the requirements that assistants shall have that grade of local certificates which includes the highest branch which the holder will be required to teach has excluded some. Thus competition from abroad and below has been shut off, and a greater opportunity for employment has been afforded the more competent. If the policy of approving only ample qualifications could be consistently and steadfastly pursued, it could not fail to give a powerful uplift to the high schools of the state. A prompt and cheerful obedience to the law would quickly secure a competent corps of teachers in all these schools. We have a sufficient number of graduates of the normal schools, colleges and universities to fill all these positions. It will be fortunate for the schools when their managers will employ none but experienced and well-trained teachers.

The efficiency of the high schools is greatly lessened by the lack of preparation on the part of the pupils. Much of the work of the first year is really grammar school work. There will be little improvement in the high schools until the qualifications of the teachers in the lower grades receive more attention. The most skillful teaching is needed in the primary departments, but pupils once well started should not be permitted to halt in their progress. When favoritism and incompetency are ruled out of the schools, and scholarship and skill are ruled in, the schools will assume the position contemplated in their organization.

Teachers' Institute.

TEACHERS' INSTITUTES.

These institutes are still sought by county superintendents, by communities and by a large number of teachers. The testimony of the latter as to their value is not quite "concurrent".

There can be no question that this agency has brought great and lasting good to teachers and to schools. Multitudes of young people engage in teaching with no other knowledge of school methods and school economy than that afforded by the dim remembrance of the schools in which they obtained their meager training. To these and such as these the institute that comes with clear elucidation of school methods, and earnest discussion of the problems that perplex the teacher is an invaluable boon. The influence of these casual training schools has been felt in the improved conduct of nearly every wayside school. The objection raised by teachers of long experience that these institutes continue to thresh over old straw is easy to make and difficult to answer. Each year there comes into the corps of teachers a multitude of young people destitute of experience, and innocent of any knowledge of the management of school affairs. These need exactly what mature teachers needed at the beginning—"milk for babes." The movement to divide these institutes into sections, based on the experience and attainments of members, thus enabling conductors to adapt their work to the varying needs of their classes, offers a partial remedy for the defect complained of. It may be difficult, sometimes embarrassing, to mark the line that bounds classes, and the inexperienced will thus be robbed of discussions that should be to them inspiring. Some modification in the conduct of institutes is necessary if they are to hold the interest of able teachers. Perhaps interest in these institutes would be quickened if discussions in the still unbounded realms of speculative psychology should suffer some abatement, and there should be substituted an effort to uncover the charms that lie

Teachers' Institutes.

hidden in every topic, to allure teachers to that continuous study that delights while it ennobles and enriches the mind. Love of learning is the only vitalizing force for teacher and pupil. "Hunger is the best sauce." A healthy appetite is no mean guide in the selection of food, be it mental or physical. If children were required to master the physiological effects of their food before they ate it the process might enrich philosophy but it would kill the children.

Inspection of the institutes has left an impression that they are not so eagerly sought as they were in former years. There has seemed to be a reluctant attendance upon them and a passive acquiescence in their work. It is not quite clear that the method of the authorities in their conduct is right, nor that the motives leading to their patronage are the most forceful. There is divided authority and responsibility for the institutes which may tend to lessen their efficiency. The county superintendents are required by law to conduct teachers' institutes annually. The board of regents of normal schools are also directed to conduct institutes to the extent of a limited appropriation, according to the needs of the counties. These two agencies have heretofore united their efforts. There is an impression which seems to have much justification in fact that the state agency has too largely superseded the county agent and weakened his effort. As a rule the superintendent is little inclined to assume responsibility for the success of his institute, but permits himself to be superseded by the state conductor, even demanding that he shall be thus eclipsed. An effort to ascertain the extent of the demand for institutes seem advisable. Under present methods the state authorities send out their applications which practically ask the superintendents to invite their aid. If these were withdrawn and only such institutes were conducted by the state as were eagerly sought by superintendents a test of the popularity of the institute might be afforded. No institute should be granted where there is not an eager demand for it and a reasonable guarantee of

suitable accommodations and full attendance. An acute hunger for the institute might be a useful substitute for the seemingly cloyed appetite of many teachers. Some abstinence of state officials which should impose statutory obligations upon the county superintendents might not be amiss. Perhaps a fee for examination or for institute attendance, which should form an institute fund under the control of the county superintendent, would result in improvement. Proper safeguards could be provided in accounting to the county treasurer and reporting to the state superintendent. This fund expended by the superintendents in the employment of properly accredited institute workers might enable them to perform their legal obligations. The co-operation of the state authorities upon invitation need not be discontinued.

SUMMER SCHOOLS.

Another agency has lately arisen whose mission is not yet clear and whose influence cannot be forecast. Summer schools have sprung up all over the state, to which about 2,700 persons resorted during the last season for instruction. The question arises whether their origin is due to dissatisfaction with the institutes or whether the institutes have begotten a desire for proficiency which has caused the teachers voluntarily to resort to this means to increase their attainments. If their origin is due to the inadequacy of the work of the institutes, are they to supersede the institutes or may the work of the institutes be so modified as to render them unnecessary? These questions are often asked, but as yet have received no satisfactory answer. A study of those which have been organized seems to indicate that some have sprung from a genuine desire for knowledge, some to satisfy a desire for association and entertainment and some from motives of gain on the part of those who have conducted them. If the summer schools are

to continue should they be allowed to continue without supervision, or ought the state to assume a measure of control over them? The movement is a purely voluntary one and may be abandoned at the choice of those engaged. This option, however, would not protect them against temporary loss which many can ill-afford. If the state is to supervise them should its authority extend beyond certifying to the qualifications of the instructors who may be employed? It is not probable that teachers would willingly leave a school conducted by capable managers. There ought to be some assurance, beyond the alluring advertisements of mercenary interests that such persons would be in control. The desire to protect innocent but too confiding if not helpless teachers has led to a general demand for outside supervision. The justification for such interference is not easy to find. The state grants no aid to these schools. By what right can it assume to dictate their management? No doubt some will be deluded and defrauded, but this happens in all walks of life. To guard the unwary and protect the improvident surpasses the wisdom of human governments. Freedom to withdraw from disappointing enterprises voluntarily undertaken is the measure of the state's responsibility.

TOWNSHIP LIBRARIES.

The present township library law was passed in 1887. It authorizes each town treasurer to withhold ten cents for each person of school age, to secure a library fund which is to be expended by the town clerk under certain restrictions, for a township library. The books of this library are distributed among the several districts of the town in proportion to the amount withheld from each. The clerk is also authorized to collect and redistribute the books "from time to time . . . that each district may have the use of all the books purchased." The state superintendent is directed to publish lists of books from which the clerks are to make their selections.

Township Libraries.

The records of the department show the following results:

TABLE I.

No. of towns purchasing for 1887	108
No. of towns purchasing for 1888	155
No. of towns purchasing for 1889	226
No. of towns purchasing for 1890	340
* No. of towns purchasing for 1891	324

* Not complete.

TABLE II.

Amount expended in 1888	$7,171 99
Amount expended in 1889	11,348 58
Amount expended in 1890	12,857 12
Amount expended in 1891	14,740 61

TABLE III.

No. towns purchasing one or more years	478
No. purchasing for only one year	133
No. purchasing first in 1891	60
No. purchasing only two years	156
No. purchasing only three years	94
No. purchasing only four years	46
No. purchasing five years	49

In some cases the towns have withheld money for two and, occasionally, for three years before purchasing. These delays are sometimes due to the negligence of the clerks and sometimes to the fact that the amount withheld for one year seems small. This fact will account for the seeming discrepancy between the figures given in Table I and the annual reports of county superintendents which show the number of towns expending in any given year. It will also explain the apparent falling off in the towns purchasing for 1891. When the returns for 1892 are complete it will be shown that there was an increase for that year. Deducting from the number of towns which have purchased for one year (Table III) those which purchased for the first time in 1891 we have only 73 towns which tried the libraries before that time and purchased for only one year, while we find that 345 towns purchased for two years and 189 towns purchased for three or more years.

The figures given show the following facts:

Township Libraries.

1. That there has been an annual increase in the number of towns purchasing.

2. That there has been an annual increase in the amount expended.

3. That a large proportion of the towns which have tried the libraries have continued to purchase books for them.

The general interest in school libraries caused by the law has incited boards of education in cities and villages to enlarge their libraries and has led scores of teachers and district boards to secure district libraries in schools not supplied from town libraries. This interest has also caused teachers and school officers to make a more intelligent study of children's books and reading, and has given us a valuable basis of facts, derived from experience, on which to ground future work.

County superintendents, teachers, school officers, parents and pupils in all parts of the state testify with remarkable unanimity that the libraries, where they have been tested under fair conditions, have infused a new life and spirit into the school work and are doing more good in proportion to their cost than any other money expended for the schools. This statement would not be fair and complete without adding a fact, that should be frankly admitted, that a small proportion of these libraries have been failures. In every one of these cases the failure may be traced to mistakes in purchasing the books or to defects in management. Clerks have purchased too difficult books, teachers have not known how to use libraries profitably, or district clerks have not allowed them to be freely used.

With each year teachers and district clerks have learned how to use the libraries to better advantage, and the books are more freely used and better appreciated. Time and experience are rapidly providing the most natural and effective remedies for these defects of management.

It is the duty of the state superintendent to publish a list of books from which the town clerks, with the aid of county superintendents, make their selections. The lists published in

the years 1887 to 1890, inclusive, gave the titles of a large number of books and included volumes for all grades of pupils, including those of high schools. These books were carefully classified and clerks were urged to buy mainly from the lists for the lower grades. Unfortunately some of them argued that they could force the children to read the histories and scientific books recommended for high schools by putting little else in the libraries.

Few town clerks collected and redistributed the books and the dislike of incurring such extra labors led many of them to oppose compliance with the law. A significant fact in cases where the clerks attempted to secure a redistribution was the unwillingness of districts to turn back certain books which they had found almost indispensable. In a town of ten districts the school which had secured the only set of the Young Folks' Cyclopedias and had come to rely upon them for daily use was naturally reluctant to see them leave on a ten years' journey.

The facts mentioned led to a change in 1891, in the list of books recommended by the state superintendent. A brief list of the most helpful books was made, after an extended correspondence with the teachers and school officers. Clerks were advised to buy enough copies of each of these to supply each district. To secure opportunities for selections for the larger districts a list of forty of the choicest books for young people was added. This plan secured to each district the best books and a sense of ownership which resulted in better care of them, and it obviated the necessity of making the dreaded changes. The salutary effect of this change has been very marked and it has met almost unanimous approval.

Curiously enough certain counties in the southern part of the state, Racine, Kenosha and Grant, among others, have been least favorable to the law. The reason for this conservatism may be found by a study of the history of the early school libraries of the state. Investigation has shown that these coun

Township Libraries.

ties contain many remnants of libraries established before the war. The books selected for these libraries were ordinarily of a high character and grade. During the years since they were purchased, the most interesting volumes have been lost or worn out. The unpopular volumes have been left and these remnants of libraries have become, to many, typical "school libraries." It is not surprising that the people do not want any more such libraries.

In spite of all its defects, and in spite of the prejudices it has had to contend against, the present law has secured great benefits to the schools, because teachers and intelligent citizens have used it as the best means at hand and have been willing to wait and work for a better public sentiment.

The defects of the present law are due to the fact that it seems to leave the responsibility of withholding the money with the town treasurers—officers whose official duties do not qualify them to know the needs of the schools.

The founders of the state of Wisconsin distinctly dedicated the income of the school fund, granted by the general government, to the "support and maintenance of common schools in each district, and suitable libraries and apparatus therefor." The first legislature gave to town superintendents authority to set apart ten per cent. of the school fund income for each district for the purchase, by each district, of a school library. This law was not made mandatory for the avowed reason that but a small portion of the school lands had been sold. It was understood and expected that a law to secure to each child the blessings of a school library would be passed as soon as the school fund had reached fair proportions. In 1859, in obedience to this sentiment, the legislature enacted a law setting apart ten per cent. of the school fund income, together with the proceeds of a general tax of one-tenth of a mill on a dollar, to secure a fund to establish town libraries. The financial stress caused by the war led the legislature to turn the first fund collected under this law into the general fund and to re-

Township Libraries.

peal the law. Through all the early history of the state, however, the duty of the state to make good school libraries, free to every child, a part of the system of public education was undoubted. Many of the leaders of thought, the main supporters of all the great public enterprises, were men whose lives had been moulded for good by the excellent district libraries of New York. They were intent on securing for the new commonwealth the best institutions of their native state.

Arguments concerning school libraries must be based on a fair understanding of their purposes and the kind and character of the volumes which compose them. The small annual sum, averaging but four or five dollars to a district, which goes to their support, cannot provide large and cumbersome collections of technical scientific works. It can, however, provide for every school a few simple and interesting volumes for children that shall lead to a life-long love for good books and so lay the foundation for later self-education. It can furnish to the poorest children something that will approach a home library in value.

It is sometimes urged that in these days of cheap literature every child has enough good reading. This is not true. It is true of the children of a share of well-to-do families, but the travelers of the by-roads of the country districts, who visit the the crowded homes where the conditions of life are the hardest, and where the largest families are ordinarily found, will see few or no books except worn copies of meager, uninspiring text books. The children of such families do not get enough practice in reading to read easily; they have no opportunity to learn by actual experience how a book may delight, instruct and inspire. A book means to them a collection of tasks which are theoretically useful but practically wearisome.

Our schools have ground wearily at the task of teaching children the mechanical part of reading and have omitted the only means of making this work a pleasure, while losing the

opportunity of making it valuable by failing to give a love for wholesome and inspiring reading.

Justice and a wise outlook for the future demand that the pledge of the constitution to provide an accessible school library for even the poorest children of the state be fulfilled, and that a portion of the school fund income be devoted to this purpose.

FREE TEXT BOOKS.

The reports to this department show a small but constant increase in the number of districts which purchase text books and loan them to pupils. These reports cover only the last three years. The aggregate for the districts is as follows:

No. furnishing free text books, 1889—'90, 717.

No. furnishing free text books, 1890—'91, 973.

No. furnishing free text books, 1891—92, 1,018.

In 1889—'90 Baraboo, La Crosse, Marinette and Watertown were the only cities, under city superintendents, loaning text books to pupils. To these were added Berlin, Eau Claire and Portage in 1890—'91, and Grand Rapids, Onalaska, Rice Lake, Tomahawk and West Superior in 1891'—92. In Madison free text books are furnished to pupils of the first, second, third, fourth and fifth grades. Waterloo, Jefferson, Sauk City, and a number of villages and cities not under city superintendents, have this system, but a full list of such schools cannot be given.

The noteworthy fact is that very few districts, and no cities, have been willing to go back to the old methods of securing books after a trial of the new system. Those who have tried the free text book system claim for it the following advantages:

1. It saves money. Because boards of education buy in larger quantities they can buy more cheaply than the individual.

2. It saves time. The books are at hand in the district when the schools commence.

3. It makes the schools free to the poorest boys and girls and removes a frequent hindrance to their attendance.

4. It draws pupils who have a few spare weeks, but are otherwise deterred from attending school on account of the cost of text books.

5. It saves the wastage frequently caused by changes of text books when families remove from one district to another.

6. Because the teacher is responsible for the books it gives him an opportunity to insist that pupils shall take good care of them.

The system fails only under careless or incompetent officers. Its general adoption seems to be only a question of time, as the former prejudices against it are steadily dying out in the face of the practical benefits which experience proves that it secures.

ARBOR DAY.

Arbor Day first received legislative sanction in this state in 1889. Little was done in that year or in the next to secure its observance. In 1891 Governor Peck and other friends of education generously offered $1,000 as a fund for giving a prize to the school in each county which shquld observe Arbor Day and, during the spring and summer, make the most comparative improvement in its premises. This department sent a circular of information and encouragement to each school and included an excellent circular, issued by the officers of the state horticultural society, giving helpful advice about suitable trees and shrnbs for planting. The response to this work was prompt and gratifying. Prizes were fairly won in fifty-six counties, in most of them at the close of an active competition.

The report from St. Croix county, by Supt. Lovila Mosher, who adjudged the prize, shows, in a general way, the kind of results secured-

Arbor Day.

The school grounds of the district which won the prize, were in a rough condition last spring with brush and stones scattered about and over thirty stnmps, but no shade trees. The ground has been cleared, every stump removed, and is well graded with a well-kept lawn.. A row of evergreens has been planted on each side of the walk and hardwood trees have been placed around the yard. The trees were in good condition and, taken all together, there has been a wonderful improvement, many of the school districts having taken pains since Arbor Day to keep their parks in good condition. More effort has been made in this county than in any former year. Many of the school officers have been interested and have helped in making the premises more presentable. The teachers and pupils, however, have been the ones most interested and have been eager to have the wood piled up neatly, and the yard tidied up as best they could. It is thought that with a little more encouragement more can be accomplished another year in this line.

The Governor's prizes generally took the form of small district libraries, which were heartily welcomed and appreciated.

In 1892 this department issued a larger Arbor Day circular and sent a copy to each school. This circular was crowded with materials for the use of teachers in stimulating a loving study of nature in the fields and forests. From song and story, from the choicest works of the essayist and scientist, were culled gems of thought and of the imagination to aid in making Arbor Day interesting and instructive. To these were added practical articles on selecting, planting and caring for trees and on flower beds and lawns for school grounds.

This circular outlined a somewhat broader work for Arbor Day than had previously been attempted, and its publication was partly in the nature of an experiment. It seemed, however to strike a popular chord and it was warmly commended and eagerly sought by teachers of other states, including many from New England.

The reports of county superintendents show only a portion of the results secured, but these are noteworthy. 2,408 district schools observed the day and planted 18,343 trees. Nearly all of the city and village schools had appropriate exercises and most of them planted trees.

Columbus Day.

The state horticultural society worked side by side with this department in a kindred line. The president, Hon. M. A. Thayer, of Sparta, offered 6,000 strawberry plants for distribution to the schools, under certain conditions imposed by the society. To any school observing Arbor Day and organizing a school horticultural society the state society offered to send six strawberry plants for each member, if these members would agree to report the condition of the plants in the following October. Two hundred and forty-three of these district societies were formed, with nearly 1,500 members, and Mr. Thayer sent nearly 9,000 plants, with circulars of instruction as to their proper planting and culture. This means that fifteen hundred young peolpe carried to their homes a new interest in small-fruit gardening, a new habit of observing closely certain useful plants whose cultivation contributes materially to the health, comfort and pleasure of home life.

The work of the past two years in connection with Arbor Day in this state has aroused thouands of school officers, teachers and pupils to a livelier interest in nature, to a keener sense of the beauty of trees and flowers, to a better knowledge of the value and necessity of abundant plant growth and to a better appreciation of the comfort and pleasures that flow rom beautiful and attractive school grounds.

COLUMBUS DAY.

In that great national movement which was instituted partly with an idea of paying due honor to the great discoverer of the fifteenth century and partly with the purpose of increasing historical interest and stimulating patriotism in the school children Wisconsin was not behind her sister states.

According to the returns already received, 2,724 separate departments in the various city and village schools of Wisconsin engaged in exercises appropriate to the day. These exercises were mainly based upon the official program furnished by

Columbus Day.

the national committee and upon the Columbian circular of forty-eight pages issued by the state superintendent. The following plan seems to have been quite generally followed in the graded schools. First—exercises in the separate departments, suited to the grade of the pupils and consisting of selections form the Columbian circular. Second—parade, saluting of flag, and rendering of official program by combined departments or wards. In the first case rooms were generally decorated with American flags, with here and there a sprinkling of the red and orange of Spain. Portraits or busts of Columbus in prominent places, and, occasionally, blackboard stencils of fifteenth century scenes, served to educate both pupils and patrons. In the second case there were martial music, G. A. R. veterans, civic societies, frequently, and long lines of children.

Public enthusiasm seems to have been thoroughly and generally aroused in connection with the public schools. In many places the parochial schools united with the public and private schools in the celebration.

Reports from the district schools as to the observance of the day are necessarily less complete and less satisfactory. In the first place the Columbian circulars, owing to an unavoidable delay in publication, were late in being issued. In the second place the teachers of the rural districts—outside of the main currents of life and enthusiasm—depend largely upon the county superintendent for inspiration, and, on extra occasions, as the observance of Columbus Day or Arbor Day, do but little unless they receive this inspiration. Again, the fact that many country schools were not in session October 21st make the returns for that day less complete than would have been the case otherwise.

Remembering these drawbacks to a successful observance of the day in rural sections, perhaps the returns are as satisfactory as could be expected. 2,358 district schools are reported as actually observing October 21st, while many of the schools

which opened late in the fall had Columbian exercises November 23d.

According to the reports the country school programs were mainly based upon the Columbian circular and were adapted to the size and grade of the school. Many flags were purchased and patrons manifested considerable interest. In several cases neighboring schools united in celebrating the day and in "having a picnic." In some of the smaller schools the teachers devoted the time to merely talking with or reading to the children about Columbus and his work.

And thus, in city and country Wisconsin counts 5,082 different departments which observed October 21st. It is to be hoped that the Columbus Day movement has not been without good results. In the town libraries there seems to be much greater demand for books treating of old-world life in the fifteenth century and of the early history of America.

FREE HIGH SCHOOLS.

Wisconsin is justly proud of its system of free high schools. Authorized by law in 1875 their number has increased to a present aggregate of 183, with several more prepared to organize and seeking admission. Similar schools in several of the large cities which voluntarily decline state aid, are styled in our laws and reports simply high schools.

The system has not escaped severe criticism, some of it merited, but much of it ill-advised and unwarranted. A frequent charge is that these schools belong to the aristocracy; that they are maintained at public expense for the benefit of the favored few. Early in October, 1891, I sent to all the principals of free high schools in the state, then 177 in number, blank reports calling for detailed information regarding the occupations and the financial standing of the parents and guardians of children enrolled in the schools. One hundred and nineteen schools reported. The figures relating to property are as follows:

Free High Schools.

No. parents who pay poll tax only	692
No. parents assessed less than $1,000	2,040
No. parents assessed not less than $2,500, but more than $1,000	1,304
No. parents assessed to exceed $2,500 but less than $10,000	1,125
No. parents assessed to exceed $10,000	216
No. families represented	5,491
No. children enrolled	6,369

Thus it appears that of the people whose children attend the high schools the number rated below $1,000 is 2,732. Those rated above $1,000 number 2,645. The whole number listed below $2,500 is 4,036; those above 1,341. The number assessed below $10,000 is 5,161; the number above $10,000 is 216. In other words, more than one-half of the patrons of the high schools are assessed at less than $1,000, more than three-fourths below $2,500. Twenty-one out of twenty-two are rated below $10,000, and only one in twenty-five above $10,000. If we say that the assessment represents not more than 40 per cent. of the actual valuation, then one-half are actually worth less than $2,500; three-fourths are worth less than $6,250; while but one in twenty-five is worth more than $25,000. Estimated upon the basis of wealth there is but one conclusion to be drawn, namely, the free high school is emphatically the school of the poor man and of those in moderate circumstances.

If we turn from property to occupations and conditions, we find children representing:

Farmers	1623	Real estate agts.	36	Brewers	8
Day laborers	659	Contractors	35	Butchers	8
Merchants	385	Foremen	30	Operators	7
Supported by widows	361	City officers	28	Sailors	7
Carpenters	135	Supt. of works	26	Cheesemakers	6
Saloon keepers	112	Dressmakers	26	Plumbers	6
Lumbermen	110	Bookkeepers	26	Capitalists	6
Traveling salesm'n	104	Tailors	24	Pensioners	6
Orphans with guardians	103	Harnessmakers	24	Horse trainers	5
Machinists	100	Co. officers	23	Weavers	4
R R. employes	97	Drovers	22	Electricians	4
Physicians	80	Milliners	20	Washerwomen	3
Manufacturers	79	Teachers	20	Surveyors	3
Ministers	72	P. O. masters	19	Beekeepers	3
		Editors	18	Tanners	2
		Dentists	16	Bridge builders	2

Free High Schools.

Clerks	64	Coopers	14	Nurserymen	2
Furniture dealers.	62	Bakers	13	Speculators	2
Shoemakers	59	Agts. agr. imps.	13	Worthless drunk ards	2
Blacksmiths	59	Gardeners	13	Dyers	2
Painters	58	Liverymen	12	Fishermen	2
Bankers	50	Cigar makers	12	Horse doctors	2
Millers	49	Masons	12	Well drillers	2
Insurance agents.	49	Moulders	12	Gunsmiths	2
No occupation	47	Grain dealers	12	Singing evangl't	1
Engineers	46	Lake captains	11	Architect	1
Lawyers	46	Tinsmiths	11	Florist	1
Printers	45	Confectioners	10	Piano tuner	1
Hotel keepers.	42	Miners	10	Nurse	1
Clothiers	40	Self-supporting.	10	Marble cutter	1
Barbers	39	Jewelers	10		
Teamsters	37	Photographers	9		

The list is exceedingly interesting as well as significant. The indications of self-sacrifice and devotion are most pathetic. Three hundred and sixty-one pupils supported by widowed mothers, twenty-six by dress-makers, twenty by milliners, two by washer-women, one by a nurse, and ten self-supporting pupils are facts which speak more eloquently than words.

What shall be said of the high schools and the aristocracy? Does the general public support them for the benefit of the favored few? The farmers, the unclassified day laborers, and the widows constitute more than two-fifths of all the patrons. Again, the testimony of the reports indicates that the high schools are pre-eminently the schools of the common people. It must not be supposed that these figures are entirely correct. They doubtless contain many errors, but these must be quite equally distributed so that after the cancellation of equal terms the result will be found substantially correct. They seem to me to be worth volumes of denunciation based upon the number of graduates either in certain localities or from all the schools.

The statistics of Madison and Beaver Dam were collected by experienced census takers, and are therefore as nearly correct as can well be obtained. They do not materially differ from the general results. Similar statistics gathered in Milwaukee and covering a larger period are as follows:

Free High Schools.

Table showing the Occupation of the Parents of the Students attending he Milwaukee High School.

	OCCUPATIONS.							REMARKS.
	Mechanics and unskilled laborers.	Clerks and bookkeepers.	Widows.	Agents and inspectors, etc.	Merchants.	Professional. Lawyers, doctors. etc.	TOTAL.	
1869—1882..	305	49	43	121	271	94	889	So far as we have record.
1885... ..	111	32	23	55	111	46	378	No. of students in Latin,
1887—1890..	203	65	28	105	349	69	726	119; German, 170.

Among the parents of the students enrolled 1887-90, we name some of the occupations:

37 Carpenters.	6 Druggists.	4 Notary publics.
18 Machinists.	5 R. R conductors.	5 Express agents.
13 Painters.	6 Jewelers.	4 Store supt's.
7 Teamsters.	4 Tinsmiths.	3 U. S. gaugers.
8 Butchers.	4 Barbers.	8 Captains.
8 Tanners.	9 Moulders.	2 Ice merchants.
13 Gardeners.	10 Tailors.	3 Cattle merchants.
39 Clerks.	4 Coopers.	1 Rag merchant.
9 Brewers.	8 Laborers.	2 Peddlers.
10 Inspectors.	3 Shoemakers.	6 Saloon keepers.
8 Laborers.	5 Millwrights.	10 Cigar merchants.
18 Lawyers.	4 Confectioners.	4 Liquor dealers.
12 Doctors.	4 Masons.	22 Teachers.
8 Civil engineers.	2 Firemen.	4 Janitors.
3 Bankers.	1 Supt. of schools.	21 Grocers.
3 Architects.	3 Photographers.	2 Millers.
2 Editors.	4 Dry goods mercht's.	2 Bakers.
12 Ministers	4 Plumbers.	1 Meat merchant.
2 R. R. supts.		

The element of patronage ought, perhaps, to be still further considered. Does the attendance warrant the continuance of these schools? In the one hundred and eighty-two free high schools reporting for the past year the total number of pupils of school age enrolled is 10,757, 4,466 of whom are boys and 6,291 are girls. Two hundred and sixty-five over twenty years

of age were also enrolled, making a total of 11,022. These pupils have practically completed the common school course. But for the presence of these schools the majority would be out of school altogether, their parents being unable to pay for their schooling away from home. Could these 11,000 young men and women be as wisely and profitably employed elsewhere in the state?

It cannot be successfully denied that there is a real and urgent need of high schools. Only the comparatively few rich can afford to send their children to the academy and the university to be educated. If both preparatory and collegiate training must be obtained abroad, then the masses are practically debarred from all but the most elementary education. It is the recognition of this fact that has caused the academy to be superseded by the modern high school. Many who recollect academies like that of McMynn's at Racine mourn the change. It is probably true that there would not have been much room nor great need for high schools if such an academy had been easily accessible to each community. Yet the inevitable tuition of $100 per annum, added to the present cost of attendance, would have deterred many who now lay the foundation of future independence and acquisition in the high schools.

There are probably many people who admit the necessity of some system of advanced schools for secondary education who deny the fitness of the high schools for the purpose. To such people the state says: The offer of aid to such schools as it controls does not prevent your providing at your own expense, and under your own control, as much better schools as you see fit. Renounce state aid and you may make your ideal school and run it your own way.

Is it not possible that the local high school is mistaken for the state's high school and a wrong impression is formed? It is true that the state directs to some extent in every free high school and its approval is necessary for all; yet much liberty of choice is given. Local pride and ambition can brook no su-

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periority and too much is attempted. The state department of education maintains a constant struggle against undue expansion, but too often yields its deliberate judgment to local demands. The difference between the courses outlined and those in use is often very wide, and the variation is always in the line of extension. The attempt of many to do more than can be done well leads to an indiscriminate charge that none of them do anything well.

It may be helpful to tell briefly what the state requires of a high school. The course is based upon about eight years of elementary instruction in what are commonly called primary, intermediate and grammar grades. The first year in the high school is given to arithmetic with book-keeping, grammar with sentential analysis, and geography including physical geography. Definite, continuous and thorough work in reading and composition is required throughout the course. This will include some knowledge of classic authors and a careful study of their writings. The second year allows three terms to elementary algebra, two terms each to physiology and United States history, and one term each to botany and constitution. The third year devotes another term each to botany and constitutions, two terms to plane geometry, three to physics, and two to the theory and art of teaching. The course is finished and no ornamental studies with high sounding titles appear. Not very much is attempted. If it is not well done whose fault is it?

Arranging the studies upon a rational basis for mental development, and we have four linguistic studies, reading, grammar, composition and literature; four mathematical studies, arithmetic, book-keeping, algebra and geometry; four natural sciences, physical geography, physiology, natural philosophy and botany. There remain unclassified three studies, history, constitution and theory and art of teaching which have to do with the achievements and institutions of the nation and the proper training of its citizens. This work is fundamental in the state's system of free high schools.

Theoretically and philosophically the course is complete as far as it goes. It affords considerable and varied training in the English language, tending to the use of the mother tongue with accuracy and grace. The mathematical studies should develop a fair degree of ability to reason closely and connectedly and to state the conclusions clearly, concisely and completely. The instruction in the natural sciences should form habits of careful, independent investigation and observation, followed by full and precise statements of the processes and results. Familiarity with the deeds and the polity of our own people should create a thirst for similar knowledge of other peoples. Viewed from the practical side, the course gives at every stage the kind and amount of information needed for further progress, or for actual use in the world, if the pupil must leave school. I do not say the course is perfect. I simply affirm that it is practical and well adjusted. If any one doubts it let him try to make a new course equally good with other studies in different order in which progress may be easier and more rapid.

To every community the state says, "Do this much systematically and thoroughly and you have a high school worthy of assistance."

Many schools are able to do more than has been outlined. To these the direction is, add a term in solid geometry, one in rhetoric, three in general history, three in English literature, and one in mental science. If your pupils prefer a modern language, displace the general history and English literature with German. These are the general information or business courses and the introduction to the more modern university courses. If preparation for entrance to the older collegiate courses is desired, the sciences and literature may be dropped and Latin and Greek substituted.

Thus three courses are outlined for immediate adoption, or for adaptation and adoption. Considerable latitude of choice beyond this is allowed each community to meet its needs. Too often the vagaries of school commissioners or the hobbies of the

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teacher control the selection. Astronomy, geology, zoology, chemistry and political economy are added, and the course breaks down under its own weight. It is this attempt to make universities of the high schools that brings reproach upon them all. Overcrowded courses, coupled with undue haste to be through, cause too many to graduate while still unable to read readily and expressively, to write or speak with fluency and elegance, to compute with rapidity and accuracy. It is a matter of regret that there is so much of truth in the charges of inefficiency in these schools, but the defects are not inherent nor incurable. The same time and more thoroughness given to more moderate efforts will work the cure.

Thus far in our history our cities and villages have had the chief advantage from them, because they have been readiest to accept them. The state offers $25,000 to the city and village high schools, and another $25,000 to high schools in the country. The latter have been slow to see their advantage, and their money has been devoted to the others. I regret to state that the provisions made for the establishment of free high schools in rural districts has not met with the reception that its merits demand. It aims to secure a school of advanced grade in every community not already possessing one. To this end the state offers to pay one-half the cost of instruction for a period of three or more months in each year, and undertakes to guarantee a suitable course of study and competent instruction. The establishment of township high schools would enable the older pupils to attend them wihout the interruption and distraction of classes of smaller pupils. It would set before them a definite and worthy object to be attained by regular and continued application. It would open to them the door of wider culture and greater usefulness, which to many would otherwise remain forever closed. It would stimulate a friendly rivalry between the districts in furnishing their proportionate number of successful candidates for admittance, and would be a spur to regular attendance and earnest endeavor on

the part of the pupils. It would be an incentive to district officers to secure the best teachers to keep their schools abreast of the others, and would stimulate the teachers with a like purpose. It would insure greater uniformity in instruction and definite tests of advancement. It would provide adequate facilities for training teachers for the lower schools, and would secure a supply familiar with our system and competent to administer it. It would offer an admirable training for business pursuits and would point to the realms of pleasant and profitable knowledge beyond.

The high school is an essential link in the chain that binds the primary and the rural school to the university. It is equally valuable to the community in which it is located. It crowns the city or village system of schools as the university crowns that of the state. It is the province of both to attract and stimulate pupils in the schools below and to point with steady finger to the higher culture that lies beyond. On the high school is imposed the double duty of rounding out and extending the work of the lower grades, and of training its pupils for admission to the college and university. It must fit students to enter the various business callings and must enable them to carry forward amid the active duties of life the unaided work of self-culture. Much the larger number of the pupils of these schools terminate their school life here. If to them there shall come glimpses of the wider ranges of knowledge that lie beyond; if in them there shall be awakened any appreciation of the wealth that lies outspread on the fields of science; of the riches embodied in our unrivaled literature, or of the marvelous capabilities of our mother tongue, they will owe their mental awakening to the work of the high school. It is freely granted that it is the primal duty of every branch of public school service to train pupils for honest and unflinching work. Any culture that renders the homely duties of life distasteful, or leaves the impression that service in any honorable industry degrades, is unworthy of consideration here. But "Man does

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not live by bread alone." The school that awakens a love of sound knowledge in the hearts of its pupils does much to sweeten the hardest lot and to ennoble the humblest life.

It is urged that only a small percentage of the graduates of high schools ever enter higher institutions of learning, and that to require these schools to maintain a curriculum designed to prepare students for admission to the university is to impose on them a burden for which there can be no adequate return. It is objected, moreover, that to beget the spirit that prevails in institutions devoted to training for admission to college is impossible in schools but a small part of whose pupils can take the entire course, and fewer still will seek the larger training that the university offers. In answer to all this it may be said, that any theory that justifies the state in giving to her children a common school and a collegiate education, imposes the duty of providing for the training that lies between. Academies and preparatory schools have not thriven in the west, and the state has no agency except the high school that can give the preparation that the university requires.

The common school is made for all. Its power for good is measured by its hold upon the sympathies of all classes of citizens. Much the larger part of the burdens of taxation are borne by men whose children constitute but a small minority of the pupils in the public schools. To deny to these, and to others who seek for their children the education furnished by the higher institutions of learning, the privilege of preparing for this higher training at home, is to alienate a class of citizens whose moral support the schools can ill-afford to lose.

To exclude from the high school curriculum the studies necessary to prepare students for admission to college, is to compel a large and influential class of citizens to take their children from the public schools at an early age, and to send them from under the shadow of the roof-tree at a time when they sorely need parental influence and control. Moreover, this policy tends to separate the children of the rich and the poor, and so

to weaken that welding power of the schools which constitutes their transcendent claim upon the state. The most effectual bar which our institutions furnish to the formation of castes is the public schools. Here all classes meet upon common ground. Here, during the formative period of life, those acquaintances are formed, and those friendships are cemented which alone are effective in breaking down the barriers that class and sectarian prejudice rears. It will be an ill day in American affairs when this, the crowning glory of our school system, is impaired.

Lastly, the school needs the influence which students preparing for wider fields of culture give. Little of all that is worth knowing is learned at school.

To beget a love of study, and to awaken an appreciation of what is best in human culture is the noblest mission of schools.

That ours, while they impart with sedulous care the rudiments of an education, should still point to the world of pleasant and profitable knowledge that lies beyond, is indispensable to their largest usefulness. The presence in our high schools of those who are preparing for a higher course of instruction will aid the teacher in raising the standard of scholarship. To the schools below, the high school is the incentive to high endeavor. The university ought to impart an equally healthful stimulus to the high school.

The state offers to bear a part of the additional burden which preparation for college and university imposes on high schools. It is true that the original purpose of the law granting state aid to free high schools was to encourage the establishment of such schools in townships where none existed, and that the legislation failed to accomplish the result sought; but it is also true that the extension of this aid to village and city high schools has resulted in great and lasting good to many of these schools, to the school system and so to the state. Many villages and small cities were stimulated by the offer of state aid to establish these schools, and many others reorganized and enlarged their courses to adapt them to the requirements of the

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state department. It brought all high schools under the jurisdiction of the state superintendent, and required them to submit their school courses for approval, as a condition precedent to the bestowment of the proffered bounty. It thus unified and steadied the work of these schools. Formerly each new principal might rewrite his course to adapt it to his real or supposed aptitudes. These courses must now be written or approved by the state department, and it has authority to require that they are faithfully administered; in other words, to see that the state gets what it pays for. Earnest and capable high school teachers bear nearly uniform testimony to the worth of this supervision, and to the aid and encouragement that their schools have received from the visits of the high school inspector.

It is unfortunate that there are still many of these beneficiaries of the state that are high schools only in name; and that after repeated admonitions fail to make an honest effort to execute their own courses, or to do the work for which the state pays. Justice to efficient schools demands that these pretenders should be dropped from the list of free high schools, and the state superintendent should be authorized by explicit enactment to do this.

If pupils preparing for the university were excused from the topics embraced in their respective college courses and were allowed to devote the time and energy thus saved to a more thorough and rapid mastery of subjects required for admission to the university, the expense imposed on these schools by this preparatory work would be lessened, and the schools themselves would be rendered much more efficient training schools. Students both within and from without high school districts are deterred from seeking in these schools their preparation for college courses by the fact that they are required to take the entire course, to pursue in the lower, subjects that are taught much better in the higher school, to keep even step with those who are less intelligent and less diligent, and so to consume valuable time in work that the university does not require. If the

preparatory course were limited by the requirements for admission to the various college courses, the time of the student would be saved, his energy economized, and the bounty that the state offers for this training would go far toward meeting the additional expense that the work imposes. Moreover, high schools would thus be enabled to allure and retain an element that does most to vivify and ennoble the village and city high school. To awaken in bright boys and girls an ambition to secure the highest mental attainments within their reach, to enkindle an enthusiasm that sends young people with eager feet into the widening fields of knowledge, is the worthiest work that the schools may do. Such benefactions every well ordered high school may bestow. There are young people within the influence of each that wait only for the quickening word, the enkindled hope, to start along lines of mental and moral progress that will enrich their own lives and benefit their fellows. Under the divine fiat, which alone can create a human soul, the noblest thing is to discover one. But here, as everywhere, worthy work demands worthy workers. Nothing better comes out of an institution than is in it. Teachers can draw only against the mental and moral resources that they have. Opportunity reveals talent, it does not create it. It may be safely said that no teachers have richer opportunities for great and lasting good than those engaged in high schools. But how shall one teach unless he has been taught? How shall he enkindle the love of learning in others if he have not lighted his own torch by its sacred fire? No culture less than that required for graduation from a college course will enable a high school principal to do work adequate to his opportunities; nor should mental training inferior to that demanded by normal schools for a diploma be thought sufficient for an assistant's place.

This discussion ought not to close without bearing testimony to the mental and moral worth of a large number of teachers engaged in this work. The high school corps embraces an able body of men and women whose work is a credit to the

state. The power and influence of the high schools under the charge of such teachers is steadily increasing and becoming more salutary. The leading high schools of the state are among the foremost agencies in our educational progress

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INSPECTOR OF HIGH SCHOOLS.

The work of the inspector of free high schools has been fruitful in many ways. It was fortunate for the department and for the schools that the initial plans of work and methods of procedure were arranged by one whose intimate acquaintance with every branch of public school service, and whose rare power of organization enabled him to make the work of inspection immediately effective. All interests involved were saved from those humiliating failures that so often mark the youth of enterprise. His successor carried forward the work in a manner highly creditable to himself and satisfactory to this department and to high school principals. These teachers and their associates have borne uniform testimony to the helpfulness of the work. Young teachers have been aided by the inspector's experience and stimulated by his zeal. Teachers, school officers and communities have been helped in the conduct of the preliminary examinations, the arrangement of school courses, and in preparation for their execution which precede the establishment of free high schools. The inspector carries to the weaker schools valuable information relating to the organization and methods of the stronger ones. From his own experience and from the instructions of the department he is able to unify the work of these schools by giving to those in charge clearer conceptions of the purposes for which they are

established and maintained. Systematic methods and unity of purpose are as essential in school as in military affairs. The state attempts to maintain a system of schools reaching all the way from the first primary to the post-graduate course in the university. The strength of the system is commensurate with that of its weakest factor. Continued failure in one of these factors weakens all above and all below. It is only through the work of the inspector that the state superintendent can become conversant with the conduct of the schools under his charge, or can know whether the bounty accorded by the state is worthily bestowed.

The last incumbent of the office accepted a place in the River Falls Normal School, and entered upon his work at the beginning of the present school year. In the selection of his successor the superintendent has been guided by a rule that ought to govern every branch of school service, namely, that every officer should be conversant with work committed to his supervision. It seemed indelicate to ask any capable high school man to abandon an assured position to accept a place the tenure of which was at the time clouded by uncertainty. He who now enters upon the duties of the inspector's place brings to his work ripe scholarship and an experience born of unquestioned success in the field of labor that he is expected to supervise.

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The progress of the normal schools, as compared with former years, has been reasonably satisfactory. Considerable additions have been made to the buildings at Whitewater and Platteville, materially increasing the accommodations and convenience of the schools. In the school at Milwaukee well known evils of long continuance culminated during the year in an outbreak which resulted in a reorganization of the corps of instructors.

The present organization and equipment of these schools promises a continuance of measurably uniform work of high excellence according to the prevailing standard. The desirability of important changes in the character of the work has been pressed upon the authorities by a long line of visiting committees, composed of intelligent business and professional men who have carefully investigated the schools and reflected upon their needs. It is not a little significant that judgment so weighty, so uniform and from sources so various should produce so slight an impression upon the administration of the schools. The defects complained of not only continue but increase in magnitude and in the hold which they maintain upon the schools. The unreality of practice teaching and its want of spontaneity have been subject to much adverse comment, and the advisability of discontinuing it has often been suggested. A still greater fault, whose correction has been often recommended, is found in the character and amount of academic instruction given. It seems anomalous to add to primary, intermediate and grammar departments sub-preparatory, preparatory, special or academic, first year and second year grades, to prepare for entrance to the second year of the elementary course. It is difficult to find authority for the employment of teachers to devote their entire

efforts to simple instruction in the most elementary branches, with neither conscious nor avowed reference to either the pedagogical or psychological principles involved. It has been no uncommon thing to find in these schools the highest paid men next to the president, giving the chief part of their time to teaching the mechanical art of reading and the elementary principles and processes in arithmetic. In short, the academic work of third grade teachers in country schools is duplicated in all the normal schools, and some of it is done at the highest permissible cost.

A wonderful latitude of interpretation is given to the provision for normal schools which allows the expenditure of the funds chiefly for the purpose of preparing students for them. The great majority of pupils thus instructed are not found in the normal department proper. It is not doubted that much of this instruction is of a higher order than that afforded in the district and graded schools, but the expenditure for this purpose of money sacredly devoted to the maintenance of normal schools cannot be regarded otherwise than as a misappropriation of public funds. It may be granted that provision should be made for a brief preparatory course to adjust the varying attainments of candidates to the uniform requirements for admission to these schools. A one year's course designed especially for the preparation of teachers of the lowest grade in the country schools might seem advisable. In this course those not fully prepared for entrance might make their preparation. Only such expenditure for academic purposes can be sheltered under the constitutional provisions for these schools.

The organization of two courses of study, one elementary and the other advanced, has operated to the disadvantage of scholarship in these schools. The general public fails to distinguish between the certificate granted at the completion of the elementary course and the diploma conferred upon the completion of the higher course. To most school officers the one is the full equivalent of the other, and like cheap money in currency, the poorer

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document excludes the better. The great majority of graduates from the schools since their organization has been from the elementary courses. Thus Oshkosh has sent out 102 from the full course, and 222 from the elementary course; River Falls 54 from the former, and 190 from the latter; Whitewater 187 and 307. Comparisons with Platteville are hardly just to the other schools, since for the first seven years only one course of three years was offered. From this 88 were graduated. Since both courses were offered, 200 have completed the higher course and 164 the lower. There seems to be no good reason why the same condition should not continue to be true until the certificate is abolished or at least deprived of all value as a legal qualification for teaching. The proposition to discontinue its issuance meets with considerable favor among normal school people, and much more with the intelligent public outside of these schools. In 1892 the schools which maintain both courses sent out 41 from the full course and 66 from the elementary course. Milwaukee has only the advanced course. Were we to consider the upper courses or classes as the real normal schools of the state and all below them in the other schools as preparatory, we should not find that our normal preparatory schools have been remarkably successful or that they are indispensable to the success of real normal schools. In 1890 Milwaukee graduated 25 students, Oshkosh 5, River Falls 6, and Whitewater 12. In 1891-92 Milwaukee graduated 32, Oshkosh 14, River Falls 4, Whitewater 9. Counting from the date of organization, Milwaukee has graduated 151 in 7 years, Oshkosh 102 in 18 years, Whitewater 187 in 13 years, River Falls 54 in 16 years, Platteville 200 in 17 years. Unless such modification of the policy of these schools can be effected as will more than reverse this ratio, the remedy must be sought in legislation. In the reports of three of the boards of visitors which are appended will be found more or less positive recommendations to abolish the elementary course at once.

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The discontinuance of the mass of elementary instruction and the devotion of effort to legitimate normal school work, would afford an opportunity for eliminating a considerable number of instructors and the employment of a limited number of greater learning, ability and power. The loss to these schools in quantity would be far more than compensated in quality. The saving thus effected would permit the maintenance of additional schools in portions of the state now destitute. The schools always have been and will continue to be chiefly local in patronage. Nearly three-fourths of the enrollment at Oshkosh for 1892 is drawn from five counties, and more than one-half at Whitewater from six counties. The distribution of those instructed is about equally circumscribed.

A serious fault in the administration of the schools lies in the rigid enforcement of inflexible requirements. Too often students are required to take in a class all the work outlined, no matter how proficient they may be in the branches. One who has successfully taught more algebra than is required for graduation must follow the toilsome effort of elementary students instead of at once taking his final examination upon all the work and being admitted to other classes whose studies he has not yet pursued. The endless grind in grammar must be endured before a proficient grammarian can "pass" in rhetoric or literature. A reasonable demand for a final test in any branch ought to be promptly met with an examination, and if such mastery of the subject is shown as is required of the regular classes, full credit should be given. Many students are repelled absolutely from the schools who would gladly remain to take the diploma if reasonable concessions were made in lines where instruction is not needed.

Criticism of defects should not be interpreted as derogatory to the high character of the work and the beneficial influence of these schools. Intensity of spirit and persistent and devoted effort are characteristics that are most excellent. In no other schools of the state have these qualities been so manifest.

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The student who avoids his recitation or fails to prepare for it at once loses caste. It is not easy to see what could be done to increase these admirable qualities.

The features chiefly to be deplored are misdirected effort of the students, in the excessive devotion to practice work, study of methods, theory and art of teaching, science and philosophy of education, history of education, and pedagogic psychology which consume the time and energy of the student and prevent the attainment of real scholarship. It is the opinion of the superintendent that the most impressive work in methods that the pupils receive is the good teaching to which they are subjected; that the best teachers among the graduates will reproduce both in their manner and in their methods the strong teachers in the faculty and not the critics and supervisors of practice. It is this conviction which prompts him to urge an abridgement of the so-called professional work and to recommend a more liberal course and superior teachers.

The course of study, exclusive of the strictly professional work, does not equal that of many of the high schools. The requirements for admission to the normal schools are not greatly inferior to those required for entrance to the state university, yet after completing a four years' course, the graduates leave the institution with scholastic attainments in no way comparable to those secured in the university. In fact the university provides special courses of two years for them which are not especially complimentary to their attainments nor indicative of broad scholarship when completed. If the high school graduates remain longer in the university it is because of the ill-adjustment of the courses of study which necessitates the repetition of much of the work done in the high schools. The greater maturity of the students at entrance, together with the intensity and vigor of the work, should result in scholarship not greatly inferior to that acquired at the university.

A line drawn across the state through River Falls and Osh-

kosh would bound all state educational institutions upon the north, leaving three-fifths of the state without special public provision for higher education. Simple justice demands such husbanding of the resources for the better training of teachers as will permit the establishment and maintenance of similar schools in the northern portion of the state.

REPORTS OF BOARDS OF VISITORS.

PLATTEVILLE NORMAL SCHOOL.

HON. O. E. WELLS,
State Superintendent.

The committee appointed for visiting the Platteville Normal School respectfully submit the following report:

The school was visited by each of the three members of your committee twice, and by the chairman three times, the last visits being made at the same date for the purpose of careful comparison of views. The visits were severally near the beginning, at the middle, and near the end of the year.

It was noted with approval that the addition to the school building is approaching its completion and will be in readiness for the opening of the next school year. While this will very much improve the availableness of the house for its purpose, your attention is called to the fact that one of the rooms, used for recitation in geography and history, is the more left without sufficient light and with even less satisfactory ventilation than before, to such extent that it is hardly suitable for wholesome occupancy. In a larger view, however, all of the rooms are incapable at present of an adequate supply of fresh air, to such degree indeed that the occupants, both teachers and pupils, must necessarily suffer in health and have the quality and quantity of intellectual and moral work much impaired. We would earnestly urge that the matter of ventilation throughout the building be promptly and thoroughly considered and set right. The age is too late and Wisconsin has too much at stake in her precious youth for it to allow such exposure to corrupt and disease-laden air. The opening of windows for re-

lief, which has to be resorted to, is, as here done, almost worse than the thing to be avoided, it having been impossible for your committee to escape strong drafts while in the rooms, and the occupants of the rooms being unable to avoid exposure by changing their seats. We earnestly suggest that no school building should be allowed in the commonwealth of so imperfect quality in this regard.

Two particulars of need your committee observed in the equipment of the school. The first is the provision of fuller apparatus for teaching and illustrating the physical sciences. The school is seriously lacking in such provisions as are now everywhere deemed essential to proper instruction in this department of study. With the occupying of the new building must come an entire remodeling of the courses and methods of instruction in science. The apparatus now in possession of the school is wholly inadequate both in quality and quantity. A good physical laboratory is a necessity, well equipped with plenty of apparatus and a teacher quite able to give laboratory instruction. Botany should be taught in the same way; chemistry also. Laboratory practice is essential in all, not instruction about science or the sciences. It would be doing injustice to any one who is in the front line of teachers to expect him to do good work in chemistry, botany, physics or kindred subjects with anything like your present provisions. And any one who is not practically familiar with the use of apparatus, and able to use it to exact results, should not in this day be asked to teach these matters in your schools.

The other point of instrumental need is a careful replenishing of the library. Your committee were not able to judge adequately of the use made of the books upon the shelves; certainly it should be insisted on by you that the teachers make the library, by the careful assignment of reading in their various departments, an important aid in mental and moral training. For this use the library is too limited. More books in history of the best kind, more reference books, more books

of power in literature should be provided, and if they are not used the teachers should be called upon to give the reason why. There is also great need of wall maps, the provision in that respect being in a marked degree insufficient. Particularly, if it is advisable to maintain at Platteville, as it probably is for the present, an elementary department, a larger supply of the best books for children and younger youth should be furnished, and teachers should be expected to guide and inspire the children in reading them.

In regard to the abandonment of the preparatory course at Platteville, your committee cannot speak with confidence. That preliminary work should be left to be done elsewhere than in the normal school as a general principle of policy, seems to be advisable. Whether the especial circumstances in the region of Platteville warrant the application of this policy at once must be determined upon larger observation than your committee is possessed of. It is certainly to be hoped that competent high schools will be furnished as rapidly as possible, so that Platteville shall be left to do its own legitimate work. We would submit the suggestion that there is perhaps greater danger of delaying too long in this particular than of making advance too soon. Necessity, very likely, would prove to be the mother of invention.

Your committee cannot speak too approvingly of the general spirit of moral earnestness which pervades the school. We mean by this a disposition to make avail of school privileges for the use of making preparation for life and life's work. The quiet, yet strong pervasiveness of influence from the principal seemed worthy of special remark. We cannot avoid saying that this school appears to your visitors illustrative of the fact that a moral influence, which draws as much of its reason from strictly religious considerations as the case will allow, is the only adequate controlling and ordering principle of a youth or of a school of youths. Coupled with this earnestness which appeared throughout the school, and apparently in part its con-

sequence, your committee found generally existing, with one or two exceptions, a genial and kindly mutual understanding between teachers and pupils. The schoolroom, however, we would say as a suggestion to one or two of the teachers, is the last place where lack of courtesy should exist, and least of all should a teacher be discourteous to a member of his class. It is almost less objectionable that the pupil be discourteous to his teacher, for a teacher is supposed to know better. Pupils have rights to kind and considerate treatment that teachers are bound to respect. To snub a pupil is usually mean. To override a pupil is to not teach him. To browbeat a pupil is cowardly. True authority moves in higher and nobler modes. It is time that this relic of barbarism be relegated to the past—in school and in the home. In two or three rooms in the school all traces of this mischief had not entirely disappeared. If there is any relation in life where one should be a true gentleman, a true lady, it is in dealing with a pupil—especially one who is dull and slow. Authority is the law of the schoolroom, but authority is regal.

The instruction in the school at Platteville was found by your committee to be real, sincere and genuine, with little of the pedantic or the mechanical. With great hesitation of judgment we would raise with the teachers, whose own judgment we highly honor, the question whether in a number of what are called, perhaps improperly, the less exact sciences, they do not fail to leave the pupil, at the end of a recitation or a term, with indeed a somewhat quickened intelligence, but without a sufficiently defined and systematized conception of the subject he has gone over. If the problem of the school is to learn to think and feel it is also to think and feel to some definite and ordered result. The product of a schoolroom is thought power, but also a body of thought with the seal of truth set upon it, as sharply affirmative, if possible, and as gleaming as that of a coin newly from the mint. It seemed sometimes as if the instruction might have brought the stu-

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dent further along with a less suspended and interrogative judgment, to a completer scientific settlement.

It is also suggested to the teachers of the school that, in the judgment of your committee, a firmer grasp upon the elements of the classic languages should be insisted on. It is a fine theory that the classic languages should be taught by reading them; but we would urge that mastery of Cicero's Latin can not be well secured without a sharp and exact mastery of Cicero's grammar. The committee did not find this latter altogether satisfactory. The elements were but imperfectly in the possession of the pupil. It is a natural consequence that the thought of Cicero and Cæsar and Virgil were not as well mastered as they ought to have been.

In general, your committee would suggest that, if at Platteville with the beautiful spirit of earnestness and genuineness which pervades the school there could be conjoined somewhat of the characteristic of modern methods of instruction, in variety of devices, in promptness, bouyancy, vigor of movement—aliveness—the effect of the work upon the pupil would be more salutary. We say this with caution and some misgiving. The school is admirable in its quality; if only, without losing what gives to it its charm and worth there could be added what comes of animation and quickness of pulse from the nearer touch of the general movement which is abroad, it would seem to your committee very well. The veins of a school, like the veins of all men's minds, must be continually open, that the blood of the great world without may flow in and bring fresh and invigorated pulses of life. Perhaps the remoteness of Platteville makes it more needful that its teachers be on their guard in this respect. Teaching must be a new procedure every single day.

In the matter of pupil practice in teaching, not very much, nfortunately, fell under the observation of the committee They were pleased with the instruction given in the theory of teaching. Not altogether assured that it is practicable to re-

alize as much in the way of valuable experience from the small opportunity furnished the pupil in the classroom as is often expected and affirmed, we did not observe anything at Platteville that added to that assurance. In one or two cases more danger seemed to accrue to the order and scholarship of the class, than of advantage, where there was any at all, to the pupil The committee would suggest that the best way to make mighty teachers is to give them the advantage of being under teachers who are mighty. Whenever such teachers are not furnished, and in so far as they are not furnished by the normal school, they should be imperatively sought elsewhere, in the college and the university. The most subtle and the most serious danger to the schools of Wisconsin perhaps is that by reason of too great dependence on the normal school men and women of fullest furnishing and power are not brought always to headship in the schools. Wherever to be found, the best teachers should be demanded and their use insisted on. Schools, like men, fed on low diet deteriorate. The normal schools may become a peril to our school system. We must have mighty teachers, at least for our highest schools. So advantaged, when the time of actual responsibility comes the heredity of such parentage will tell. It was Socrates, rather than practice, that made Plato.

In reference to a suggestion that the policy of elective studies be introduced into the normal schools, the committee are disposed to say that it might be allowed under very careful limitations. No doubt better qualifications for instruction in special branches might be secured. Narrowness of mental scope is the danger to be avoided. Varied fulness of mind is a usual condition of the power to truly educate other minds. A needle is sharp and incisive, but it is one-eyed. If pupils are allowed to make election of special studies, the allowance should be exceptional and under careful and wise supervision.

Allow your committee to say, in conclusion, that they have had great pleasure in all the visits they have been permitted

by your kindness to make to the Platteville school. Their association with Mr. McGregor and the teachers has been exceedingly pleasant. They surrender their official responsibility with the confidence that with such schools in our commonwealth we have abundant hope that public thought and sentiment will, with the new generation, become wiser and truer and that our state will, at length, match the richness of its soil and the beauty of its physical geography with a social and civic order which will be abundant harvest of your labors.

J. J. BLAISDELL,
LUTIE E. STEARNS,
E. A. BIRGE.

RIVER FALLS SCHOOL.

TO THE HON. O. E. WELLS,

State Superintendent of Public Instruction, Madison, Wis.

SIR:—Your committee, the undersigned, respectfully report as follows:

Acting under your instructions, we separately visited the State Normal School at River Falls early in the school year and thereafter met, discussed what we had observed and laid plans for a second series of visits. We believed that in this way we should gain a better idea of the school and its workings than by going in a body. Since the second visits your committee has been in active consultation and this report is submitted with their unanimous approval.

We found the school large in numbers, in a happy state of discipline and worthy of much general commendation. Teachers and pupils seemed alike earnest and hardworking and on such terms of agreement as left little to be desired and furnished no ustification for criticism. It is, then, with no desire to depre-

ciate that we call attention to a few matters which seem to detract from the excellence of what we observed.

The old board fence and the comparatively naked campus are hardly in keeping with the sightly location and the beauty of the surrounding landscape. A well-kept lawn, a few flowers and groups of the native shrubs and trees that make the neighboring dells so beautiful would be conducive to higher ideals and in strict harmony with the efforts of the state department toward ethical culture in the district schools. A little expenditure could be made wisely in decorating the assembly room and some of the recitation rooms. One was impressed with a sense of petty economy, inconsistent with the management of an institution under the care of so rich a commonwealth as Wisconsin.

The equipment of the science department is, in certain lines, crude and wholly insufficient. In some of the branches, training according to modern principles is quite impossible with the limited laboratory facilities which are given.

We could not but be struck by the elementary character of much of the instruction and by the juvenility of the classes. The so-called "preparatory department" is responsible for much of this, and it exists at the expense of the normal department which is sufficiently large to employ to the uttermost the energies of a larger faculty than is now given to both. It is evident that the present teaching force is wholly inadequate to the demands made upon it and that the best of work cannot be done until the burden of that which is sub-elementary be taken from the course. It must be wrong to sap the energies of well-paid men to prepare pupils for a course which must then be more or less slighted by the exhausted teachers. If the preparatory department must exist we recommend its entire removal corporeally and professionally from the normal, the employment of a larger faculty and the concentration of its energies on the large numbers of students which the phenomenal growth of the last few years has brought into the institution itself.

It appears to your committee that the value of the work done

River Falls School.

by one of the strongest departments was much lessened by the excessively artificial character of the work which the student-teachers were set to observe. The unnatural actions and replies of the pupils who have long known what is being laboriously 'developed,'' the strained questioning of the teacher conscious of the fact, cannot be productive of the right appreciation of the method involved even when followed by a keen discussion, ably conducted, and participated in by the fifty or more observers who had crowded around the reciting classes. When the model school teacher is consciously careful to observe the details of a prearranged method, the effect upon the children can be neither stimulating nor elevating.

The work in one or two of the departments was phlegmatic and not in keeping with the stirring educational times upon which we have fallen. The very common pedagogical error which results in good recitations by the teacher and only brief responses of assent by the students was noticed in a few instances. Still there would be no difficulty in specifying places in the school where much that was excellent was being done, for we saw classes handled in a skillfully vigorous manner and departments characterized by the dominant force of a strong intellect. A few details of management seemed peculiar, as the regular entry of the infants to all the morning exercises.

What seemed to us the worst faults are those of the system; and we cannot allow this opportunity to pass without entering our protest against sending out each year from the five normal schools of the state graduates of the elementary course with the meager acquirements which the short time and the hurried work must give them. We favor the entire abolition of the two-years' course, the throwing of the preparatory work upon other schools and more flexibility, more strength and greater breadth in the full four-years' course. We are satisfied that the present agitation of this question in the Wisconsin Journal of Education is wise and should be heeded, and that the only logical outcome thereof is the adoption of some very radical changes

in the courses of study. We wish to see the normal diploma stand for culture, for scholarship and for professional training in a much broader and more liberal sense of all those terms than it now does.

We feel that we ought not to close this report without making public acknowledgment of the kindness and courtesy with which we were received, the freedom which was granted us and the pleasant social relations which were so soon established.

Respectfully submitted,

C. H. SYLVESTER
I. N. STEWART.
S. Y. GILLAN.
Committee.

June 3, 1892.

HON. O. E. WELLS,
State Superintendent, Madison, Wis.

DEAR SIR:—In the report of your committee forwarded before the receipt of yours of June 20th, I think we covered the ground of your queries in a sufficiently emphatic manner except as to the matter raised in the second paragraph from the end of the first page. In regard to that I can only voice my own opinions which are most decidedly favorable to the greatest possible latitude to the individuality of the pupil and a generous recognition of work he has done, no matter where he has done it nor whether it is a study of a necessarily narrow curriculum such as the pressure of narrow means seems to entail upon Wisconsin schools. I should like to see a specialist recognized as a specialist by an appropriate diploma from our normal schools, and most certainly think that the value of all diplomas from such institutions will be increased when there is some distinctive recognition of the specific capabilities of the individual graduates. In nothing that I have said is there any idea of the lessening of scholarship or any advocacy of a

specialization before a good sound basis has been laid in general culture.

C. H. SYLVESTER.

OSHKOSH SCHOOL.

HON. O. E. WELLS,
State Superintendent.

Your committee has had the pleasure of visiting the State Normal School at Oshkosh; two of the members, Miss Huff and Mr. Burke, having made three visits each, spending nine and six days, respectively, in the school, the other member, Mr. North, two visits covering eleven days, and to the extent of our ability have given a very thorough inspection, examining every department from the kindergarten up.

The state of Wisconsin has reason for congratulation that it has a normal school in which so large a portion of its teachers are so eminently fitted for the duties to which they have been called, and so zealous and conscientious in their performance. With no intention of being invidious, we beg in a special manner to mention the names of the president, Mr. Albee, and Miss Swart, the supervisor of practice.

We had expected much from the model department, but our expectations were far more than realized. The thoroughness of the work done here we have tested in the severest manner and found it *real*, and from the primary to the highest grade giving the most satisfactory evidence of true intellectual culture. The happy relation existing between teachers and pupils, the cheerful acceptance and faithful performance of the work assigned was pleasant to behold. Were we to say anything having the appearance of adverse criticism, it would be that some of the more nervous and intellectually active might in the long run be better off were the school term shortened to them, and their too active brains permitted to estivate.

We gave equal attention to the preparatory department, and here we found the work done by the teachers equally faithful, but being done under certain difficulties, bringing forth not equally beautiful fruit. We found that not a few of these students were deficient in the knowledge of those fundamental branches which every common school ought to give, and without which they cannot profitably receive the instruction which it is the function of a normal school to supply.

We cannot help adverting to the crowded condition of the school and the need of some provision for the ever-increasing attendance. The rooms in the basement where the kindergarten and some other primary work is being done are prison-like, ill-lighted and we presume poorly ventilated. In our judgment the children there taught would be better off with abundance of sunlight and pure air minus the teaching, than with the teaching minus the other.

This question of increased accommodation may be affected by the consideration of the question, how far certain work now done in this and like institutions may be done with great profit, both to the normal schools and the schools tributary thereto by the latter, viz., the common schools and the high schools of the state.

The students in the Oshkosh Normal School who pass with credit from the model department are well fitted to take up the normal work proper. These scholars, with such others from abroad as possess equivalent knowledge and discipline, would make the subsequent normal work rapid, harmonious and sure. Furthermore, the common schools of the state ought to be competent to send out such a class, *a fortiori* should the high schools, and it is a grave question, demanding the most serious consideration of all friends of popular education, how far the action of the normal authorities is justified in this easy admittance to these schools.

It seems to us that the well-being of the common schools—wherein so large a percentage of the children of the state get

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their only book and school knowledge and discipline, is the "raison d'etre" of the normal schools, and in considering their working, their reflex as well as their direct influence on the common schools deserves consideration. By admitting to the normal school candidates deficient in the fundamental studies—and by this term we understand those branches, a fair knowledge of which is essential to the practical business of life as well as to the successful pursuit of the so-called higher branches—the normal school is hindered in its proper work and at the same time becomes directly injurious to the tributary schools by seeming to authorize among them faulty, slip-shod, haphazard work and thus so far frustrating the very end o. these otherwise invaluable institutions. We may be pardoned for quoting the truism "That for intellectual culture—the great end of education—a few studies well mastered is greatly to be preferred to a much larger number where the facts and their logical relations are seen as objects in a hazy atmosphere, and the scholars are left in the condition of the blind man just restored to sight, 'see men as trees walking.'

When normal schools were first planted in Wisconsin, the admittance of such a class of students was perhaps warranted; but now with scores of high schools throughout the state this appears to be a questionable course, and if the rejection of such ill-prepared candidates and the remitting of them back to their home schools for better instruction in these branches should for a time lessen the attendance at the normal, and should compel our state high schools to be less ambitious to extend the range of their curriculum to be and more careful to do their work well, their students would be better taught and the state better served.

In regard to the question in your circular of June 29th—"I should be pleased also to receive counsel upon the feasibility and advisability of allowing some choice of studies, crediting equivalents and permitting concentration of effort in chosen lines, producing trained specialists who should receive a di-

ploma of the same force and effect as that given to the graduates of the regular course''—we would say that to the student giving satisfactory proof of a thorough knowledge of the English language, to the extent of being able to express thought in clear, forcible and idiomatic English, and to be able to gather the thoughts of others so expressed, and also of a thorough knowledge of the following subjects, viz.: arithmetic, both abstract and analytical; U. S. and English history; geography, mathematical, physical and political; plane geometry and algebra, in the interests of thorough knowledge and efficient teaching, the idea suggested in the above quotation meets our hearty approval.

In conclusion, we would say that notwithstanding our inspection of the school might have appeared somewhat inquisitorial, we gladly bear witness to the cordial and courteous reception granted us by the students and the faculty, both affording us the fullest opportunity to ascertain the true status of the school, to the excellence of which as a whole we again give our testimony.

A. F. NORTH,
LILLIAN HUFF,
JOHN F. BURKE, *Chairman.*

DATED JULY 11, 1892.

MILWAUKEE SCHOOL.

HON. O. E. WELLS,
State Superintendent.

The committee appointed by you to visit the Milwaukee Normal School respectfully submit the following report:

The several members of the committee visited the school at different times during the year as they had opportunity, and on comparing their impressions, unite in the opinion that the school is doing for the pupils in attendance most valuable work,

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and that which should be profitable to them and to the state when they take on themselves the responsibilities of teachers in our public schools. It is not possible in the brief space of this report to mention all the things worthy of notice in so complex an organization, embracing so many individuals from kindergarten to college grades. Yet the alertness and freedom in recitation, the readiness to give and take suggestions exhibited in some classes, whether due to the skill of the individual teacher or to the general influence of the school, are in either case very satisfactory and deserving of favorable comment. For the teacher to direct the work of the class as a leader rather than through the force of authority seems in a normal school dealing with teachers and those about to become teachers, very appropriate and desirable.

The easy use of our language, the apparent fluency and readiness of speech manifested in some of the higher classes was such as might be expected of advanced students, but is not always found.

Conference with different members of the faculty brings out the fact that the requirements of the present course of study have not been found altogether satisfactory or easy of adjustment. Nor is the reason for this far to seek.

The most casual observer cannot fail to note the serious inequalities in age and maturity evident in all the classes. There are present young women graduates of high schools at the age of seventeen or younger, while the average age at entrance of the young men in one class is over twenty-three years. It is clear that in the more difficult advanced studies, demanding some maturity of reasoning powers, particularly in the serious professional studies which should mark an upper course in a normal school, the younger members are at a certain disadvantage; and the work adapted to their needs might not be demanded of the older members of the class. Inquiry also develops the fact that the young men naturally look forward to service as principals and superintendents; some of the young women to posi-

tions as assistants in the high schools; while a large proportion expect to teach in the grades of city or village schools. Some of the former class have had considerable experience as teachers, many of the younger students none at all. That all these students of such different antecedents and purposes, should be subjected to the same course of study under the same limitations of time and attainment, subject only to such slight variations as teachers might make in individual cases, does not seem, to your committee desirable or necessary.

The degree of culture, and breadth of knowledge requisite for a high school principal, however *desirable* it may be, cannot be said to be as necessary for one who is to teach in some of the lower grades, nor will the same branches be taught in the same way. The plan that compels all students to do all the work provided for any one, reaches its natural outcome in giving eight or ten weeks only to each of the several branches of natural science, enough to give hardly a smattering of the subject to some, and to others an absurdly inadequate preparation. The same may be true in a measure of work in civics and in general history.

Your committee are led therefore to suggest for consideration whether the time has not come to expand the work and plan and equipment of the normal schools so as to permit a differentiation of the work according to the purposes and preparation of the student.

It would seem that the attempt to fit teachers for all grades of schools from the lowest to the highest by a single course of study, unvarying in its requirements, would as naturally tend to lower the standard for the highest grade as to raise the standard of the lower. It would also appear that if any student at the normal school now secures *special* preparation for any line of work, as history or language or science, it is in spite of the requirements of the school rather than because of the opportunities afforded. Is it not possible to devise under such limitations as the wisdom of the board may provide, some system

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of options or equivalents which will permit students to narrow their field of work somewhat for the sake of more thorough preparation along definite lines? The standard of attainment should not be lowered, and the options should be of full equivalents. The increasing demand from the growing high schools of the state for normal teachers who have made special preparation for teaching certain branches, seems to warrant greater freedom of substitution in providing courses of study adapted to various needs. Neither culture, nor breadth of view, nor comprehensive grasp can come from a few weeks devoted to such a topic as general history. The very statement imports a meager text, and broad gereralizations resting upon slight array of facts, with very probable omission of the later history of our own times necessary to give life to the whole.

Your committee, therefore, with all deference for the wisdom that planned and set in operation the present scheme of work, with an appreciation of the difficulty and delicacy of the task, still feel that a revision of the course of study which shall enrich and broaden it, and bring greater freedom to the management of the school, and permit some students under the competent direction of the faculty to pursue certain chosen studies more exhaustively even at the expense of the entire omission of others, will enable the Milwaukee Normal to adapt its work more easily to the demands made upon it, and hence to serve more effectively the present needs of the schools of the state.

T. B. PRAY.
C. E. PATZER.
ROSAMOND FOLLETT.

Reports of Boards of Visitors.

WHITEWATER SCHOOL.

HON. O. E. WELLS,
State Superintendent.

The visiting committee of the Whitewater Normal School respectfully report that each member made two visits to the school; the first during the winter, and the second in June. It was found inconvenient to appoint a time at which all could be present, but the last visit was made at the same time by two members and shortly after by the third.

The visitor receives pleasant impressions of the school from the first. The beauty of the location, together with the excellently kept grounds and buildings, cannot fail to be an object lesson of great educational value to the students, training them almost unconsciously to a proper appreciation of the worth of pleasant surroundings in forming the habits and character of young people. No feature of school life impresses itself more strongly upon the mind of the child than the general appearance of the school room, and it should be a part of the training of teachers to lead them to a proper estimate of the value of such impressions. It is a source of gratification to your committee to be able to speak very highly of the efforts made in this direction at the Whitewater Normal. Some of the rooms of the older part of the building, especially those not having a great deal of light, appear somewhat gloomy owing to the dark finish of the woodwork. If these were refinished in light colors it would add greatly to their cheerfulness.

At the time of our first visit some difficulty was being experienced in regulating the heating and ventilation. This was due, no doubt, to the fact that a large part of the apparatus was new, and there will probably be no trouble in the future.

Although at present the building with its recent additions affords sufficient room and is a model of its kind, yet, if the school continues to increase in numbers at the same rate as

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last year, it will soon be overcrowded. In that case either the facilities must be increased or some of the work now being done must be dropped. With as large a number of normal students proper as Whitewater now has, the advisability of continuing the preparatory department may be seriously questioned While it may have some value in the preparation of teachers for district schools, yet, with the abundant provision now made by the state for the maintenance of high schools, it seems as if this preparatory work may well be left to them, leaving the normal a needed opportunity of increasing its usefulness in other directions. It might then be possible, if thought advisable, to provide for additional work in some studies, as Latin and chemistry for instance, in which the course is weak. Students could then fit themselves to supply the very common call from high schools for teachers able to do effective work in special subjects. This question of overcrowding is certainly becoming a serious one in the Whitewater Normal, and, in the opinion of your committee, the state should not be called upon to provide additional facilities simply for elementary work which is already so well provided for in other ways. The call for specialists in high schools must be met, and the normal schools can meet it only by allowing a choice of studies and more extended work in chosen lines. If this cannot be done and retain the preparatory then the preparatory should be dropped.

One of the decided features of the school is the new gymnasium. The great value of the gymnastic exercises is unquestionable, not only as a means of improving the students physically, but also in giving instruction in and familiarity with a class of exercises which can be successfully used under the conditions of even a district school.

In lower departments of graded schools especially, no study unless it be that of vocal music, is of more value as a means of training in habits of attention than a course of these simple exercises under the inspiration of a teacher in sympathy with

the work. President Salisbury is particularly fortunate in having so efficient a teacher as Miss Salisbury to aid him in carrying out his ideas in this work. The physical appearance of her pupils, their close attention and evident pleasure in the exercises are evidence of her success.

The work in music, under the guidance of Mrs. Knapp, appeared to be very well done. One evidence of the success of her scheme is that the pupils, young and old, with very few exceptions, *delight* to read music, and take a part in all the singing exercises. Even the primary and intermediate pupils have acquired great proficiency in singing by note.

The class work upon the upper floor was vigorous, showing the continuity of work and strength of scholarship characteristic of our well managed normal schools.

Your committee suggest that there be more extensive use made of the manual training department. The work done seems to indicate that while much has been accomplished, much more can be done to the telling advantage of the students; and that its main objects, viz.: development of the creative powers, and training in habits of accuracy, observation, judgment and industry should not only be incorporated into the education of those intending to teach, but the teachers should be educated so as to impart much of this instruction into the schools they take charge of.

One difficulty presented itself forcibly in connection with the normal school work. It grows out of the fact that these schools are necessarily academies as well as training schools. Much of the instruction is of a higher grade than can be given in common and most high schools, and many of the methods cannot be used by the students in their subsequent work as teachers. It is, in our opinion, due to this fact that superintendents are often obliged to report that many of their normal teachers are almost failures during their first years of teaching. While, of course, our visit was too short to be able to speak positively as to the general work of any teacher, yet it seemed to us that

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some of the teachers were intent mainly on the academic side of the work, and were giving too little attention to the preparation of the students for teaching under quite different conditions from those existing in the normal. We found the methods used uniformly excellent for this advanced work, and we do not criticise them; but frequent explanations should be given of how topics should be taught in lower schools. We found some of the teachers doing much of this explanatory work, and, doubtless, we should have seen much more in a longer visit.

It was suggested by one member of the committee that the value of the model departments would be much increased by the addition of another teacher. The students would then be able to do more observation and less of practice work. Observation under the direction of an experienced teacher with thorough questioning afterward would, it is believed, give better results than so much mere practice work.

We desire to express our great satisfaction at the general interest, conduct, and character of the work of all connected with the school, and we wish to thank all for the courteous treatment and great assistance extended to us during our visits.

H. L. TERRY,
W. L. MORRISON,
JENNIE GOODRICH

THE UNIVERSITY.

A tidal wave of enthusiasm for higher education has swept the country during the past five years. The increase in the attendance at colleges and universities since 1887, is probably not paralleled in any equal period in modern times. It affords the state superintendent much satisfaction to be able to report that the university of Wisconsin has shared in no inconsiderable degree in this revival of learning.

In September, 1892, letters were addressed to the presidents of various institutions requesting the total enrollment of students for the years 1881, 1886, 1891 in, first, the collegiate department; second, in all departments. The statistics of attendance are given below. The universities of Minnesota, Indiana, Cornell and Columbia College interpreted the quesion to mean the years 1880–81, the others the years 1881–82, and correspondingly for the other period. The most noteworthy feature is the slight increase, in three cases a decrease, during the first five years of the decade as compared with the extraordinary growth of the last five years.

The Universities of Minnesota, Indiana, Cornell and Colmmbia College interpreted the question to mean ihe years 1880 81; the others the years 1881-82, and correspondingly for the other periods.

University of Wisconsin.

	1881-2	1886-7	1891-2	First five years. In-crease.	First five years. De crease	In-crease for second five years.
University of Michigan—						
Collegiate students (4 year courses) ...	513	693	1,325	180		632
In all other departments	1,021	879	1,367	...	142	488
Totals	1,534	1,572	2,692	38		1,120
University of Minnesota—						
Collegiate students (4 year courses) ...	177	157	643		20	486
In all other departments	94	249	540	155	...	291
Totals	271	406	1,183	135	...	777
University of Indiana—						
Collegiate students (4 year courses) ..	189	202	394	13		192
In all other departments	169	80	...	...	89	...
Totals.....	358	282	394	..	76	112
University of Iowa—						
Collegiate students (4 year courses) ...	218	230	366	12	...	136
In all other departments	345	274	562	..	71	288
Totals.....	563	504	928		59	424
Ohio Wesleyan University—						
Collegiate students (4 year courses) ...	287	336	531	49	....	195
In all other departments	385	494	686	109	....	192
Totals	672	830	1,217	158	..	387
University of Wisconsin—						
Collegiate students (4 year courses) .	314	334	548	20	....	214
In all other departments	87	205	544	118	...	339
Totals.....	401	539	1,092	138	...	553
Harvard University—						
Collegiate students (4 year courses)..	857	1,077	1,456	220		379
In all other departments.....	525	611	1,202	86	....	591
Totals..	1,382	1,688	2,658	306	....	970
Yale University—						
Collegiate students (4 year courses)....	601	570	888	..	31	318
In all other departments	436	564	896	128	. ..	332
Totals.....	1,037	1,134	1,784	97	....	650
Columbia College—						
Collegiate students (4 year courses)....	286	247	280	....	39	33
In all other departments..... ..	1,279	1,155	1,476	....	124	321
Totals.....	1,565	1,402	1,756	....	163	354
Cornell University—						
Collegiate students (4 year courses)....	145	242	398	97	.. .	156
In all other departments.....	239	587	1,091	348	....	504
Totals.....	384	829	1,489	445	..	660

University of Wisconsin.

	1881-2	1886-7	1891-2	First five years.		Increase for second five years.
				Increase.	Decrease.	
Princeton College—						
Collegiate students (4 year courses) ...	435	416	868	....	19	452
In all other departments	53	81	112	28	....	31
Totals.....	488	497	980	9	...	483
University of Pennsylvania—						
Collegiate students (4 year courses)....	335	375	565	40	....	190
In all other departments	669	720	1,208	51	....	488
Totals.....	1,004	1,095	1,773	91	.	678

A just comparison between the universities and colleges would require an analysis of the totals of enrollment. In the university of Wisconsin less than one-half of those enrolled are classified in the regular four year courses.

The following table shows the number of students—men and women—registered in the state university, during the scholastic years 1891–2, (a), number in four year courses, (b), number in two year courses; (c), number in twelve week courses and (d), number of unclassified students:

COURSES OF STUDY.	4-year Courses.		2-year courses.		12 week courses.		Unclassified and specials.	
	Men.	Women	Men.	Women	Men.	Women	Men.	Women
Ancient Classical	38	11	.....	.....	.....	.....	.....	.....
Modern Classical	35	62	.....	.....	.....	.....	.....	.....
General Science	59	18	.....	.....	.....	.....	.....	.....
English	89	48	.....	.....	.....	.....	.....	.....
Mechanical Engineering	42	.....	.....	.....	.....	.....	.....	.....
Civil Engineering	41	.....	.....	.....	.....	.....	.....	.....
Mining Engineering	.....	.....	.....	.....	.....	.....	.....	.....
Metallurgical Engineering	.....	.....	.....	.....	.....	.....	.....	.....
Electrical Engineering	32	.....	.....	.....	.....	.....	.....	.....
Railway Engineering	.....	.....	.....	.....	.....	.....	.....	.....
Agricultural (long course)	3	.....	.....	.....	.....	.....	.....	.....
Agricultural (short course).....	.....	.....	.....	.....	45	.....	.....	.....
Dairy.....	.....	.....	.....	.....	100	.....	.....	.....
Law	.....	.....	125	1	.....	.....	.....	.....
Pharmacy	.....	.....	59	4	.....	.....	.....	.....
Fellows	.....	.....	.....	.....	.....	.....	7	2
Resident Graduates	.....	.....	.....	.....	.....	.....	11	2
Candidates for Second Degree	.....	.....	.....	.....	.....	.....	25	15
Unclassified	.....	.....	.....	.....	.....	.....	145	73
Totals.....	339	139	184	5	145	.....	188	92

University of Wisconsin.

Number of men	856
Number of women	236
Total number registered during 1891-92	1,092
The number in the 4-year courses was	478
The number in the 2-year courses was	189
The number in the 12-week courses was	145
Fellows, resident graduates and students *in absentia*	62
Unclassified	218

The four year courses embraced 44 per cent. of the whole number; 56 per cent. were in courses ranging from twelve weeks to two years or were unclassified.

No catalogues were received from Columbia College and the Iowa State University. Ohio Wesleyan has no "specials." The catalogues of the other institutions show an enrollment of "special" students as follows:

University of Michigan	215
University of Minnesota	145
(Not including 19 in surgery, medicine, etc.)	
University of Indiana	43
University of Wisconsin	218
Harvard	239
(Not including 71 in law, divinity and veterinary medicine, 310 in all departments.)	
Yale	220
Cornell	69
Princeton	*86
University of Pennsylvania	211

The percentage of "special" students to collegiate students, fractions omitted, is as follows:

University of Michigan, sixteen; Minnesota, twenty-two; Wisconsin, forty; Harvard, sixteen; Yale, twenty-four; Cornell, seventeen; Princeton, eleven; Pennsylvania, thirty-seven.

The criticism of the board of visitors in June, 1891, upon the presence of so large a proportion of special students is so discriminating, just and moderate as to merit the thoughtful study of every friend of the university. The full report follows this discussion and contains other valuable suggestions.

The plan of accrediting high schools and academies so that their graduates should be admitted without examination has had considerable influence in bringing students to the univer-

sity. By the close of the academic year 1886–7, thirty-three high schools, mainly in the largest cities of the state, had been thus accredited. Their influence controlled the others and soon almost every high school at all capable of doing preparatory work was upon this list. Rivalry among the schools as to the number of graduates entered and the awakening of a college spirit in these schools has had a wholesome influence upon them.

The policy of the late administration was outlined in the declaration, "If the boys will not come to the University, we must take the University to the boys." The University was to be taken to the boys by reducing the requirements for admission. Accordingly an English course was prepared apparently to admit those high school graduates who were not qualified to enter any previously prepared course. At the beginning of the present biennial period there was under consideration the preparation of a still lower course which should admit students directly from the country schools. It is not thought that such a policy can result in permanent good to the University. The worth of a school is commensurate with its contributions to wide and accurate scholarship. If increased numbers could be secured by reducing the standard of scholarship the change would be disastrous both to the University and its students. The fact that students of fair ability, fairly prepared have in four years taken two of the best diplomas the university grants speaks volumes for the requirement both before and after admission. It is the universal testimony of men that lowering the terms of admission does not in the long run increase attendance. On the contrary rigid enforcement of strong requirements attracts and holds capable students. A high-minded, ambitious person glories in achievement, conquest, not in unearned honors. The students who are worth having seek the universities whose diplomas are worth having.

There is no method of commending a university so effectively as that of sending out scholarly, studious grad-

uates and students. Their testimony as to the capacity and efficiency of the instructional force and the opportunities offered outweighs the promises and statements of circulars. The following striking words of a well-known professor in one of the colleges heretofore mentioned deserves attention:

"I have heard it argued that it is a great misfortune that the boys should be contented with a high school education, and should not care to go to college; also that something should be done to persuade them to seek a college education. I do not so argue. A college or high school ought to stand on its own footing as a blessing to anybody who can get its advantages, and its advantages ought to be so obvious and specific that they should advertise themselves. If a college does not offer such advantages that anyone who can may gladly seize them, then the young men may better not enter it. If especial inducements are necessary to persuade men to go to college, then the condemnation of the college is pronounced. It has no reason to exist."

Three causes seem to have contributed to the growth of the university. First, and most important of all, great material prosperity, enabling parents to educate their children. Second, a general educational awakening in which Wisconsin has shared. Third, the system of accredited schools.

It is pleasing to note that the wave of popular enthusiasm for higher education has not yet spent its force. The registration for the current year, as shown by the directory, is 1,021, which is one hundred and seventy-five more than the number given by the same authority last year. The university of Michigan had at the same time an enrollment of nearly or quite 3,000. Reports from other institutions show a similar increase.

The same institutions named above were asked to report by groups or classes the salaries paid the instructional force. A few private schools, notably Yale and Princeton, declined to give the information. The diversity of statement in report-

ing the statistics renders a compact tabulation difficult. At the sacrifice of convenience of reference, it seems best to give each by itself that no injustice may be done to any through condensation or abridgement.

UNIVERSITY OF MICHIGAN.

Salaries Paid.

President receives house and	$5,000
Professors receive	2,000 to 2,500
(According to term of service.)	
Dean of Literary department receives $2,500+$300=	2,800
Dean of Law department receives $2,000+$300=	2,300
Dean of Homeopathic department receives $3,000+$200	2,200
Dean of Dental department receives $3,000+$200=	2,200
6 professors receive	2,500
3 professors receive	2,400
1 professor receives	2,300
16 professors receive	2,200
12 professors receive	2,000
1 professor receives	1,600
1 assistant professor receives	2,100
13 assistant professors receive	1,600
24 instructors receive	900

Since the opening of the present school year the salaries of full professors in the literary department have been raised from $200 to $500 each, and the salary of the president $1,000.

UNIVERSITY OF MINNESOTA.

Salaries Paid.

President receives	$6,000
Dean of Law department receives	2,500
(Gives all his time.)	
Dean of Medical department receives	2,500
(Does not give all his time.)	
Director of experiment station	2,700
Professors of long standing	2,400
Professors of recent appointment	1,500 to 2,200
Instructors receive from	700 to 1,400
10 professors receive, each	2,400
1 professor receives	2,900
(On account of special work in library.)	

University of Wisconsin.

Medical Department:—

3 professors receive, each	$1,800
1 professor receives	1,200

The rest of the salaried professors do not receive more than $800 each, and some not more than $400.

UNIVERSITY OF INDIANA.

Salaries Paid.

President receives	$4,000
1 dean receives	2,500
Professors receive from	1,500 to 2,000
Associates receive from	800 to 1,200
Instructors receive from	400 to 700

UNIVERSITY OF IOWA.

Officers' Salaries.

President receives	$5,000
Secretary receives	2,000
Librarian receives	1,200
Treasurer receives	800
Secretary's clerk receives	500
Stenographer receives	325
Assistant librarian receives	300
Collegiate Department—	
1 professor receives	$3,000
4 professors receive	2,220
2 professors receive	2,000
7 professors receive	1,800
1 assistant professor receives	1,500
1 assistant professor receives	1,200
1 assistant professor receives	1,000
5 instructors receive	900
1 instructor receives	700
1 instructor receives	600
1 instructor receives	450
1 instructor receives	400
2 instructors receive	300
Law Department—	
1 chancellor receives	3,250
2 professors receive	2,000
1 assistant professor receives	1,200

University of Wisconsin.

1 librarian receives	$300
2 lecturers receive	200
2 lecturers receive	100
Medical Department—	
7 professors receive	950
1 professor receives	350
2 associate professors receive	775
8 demonstrators receive	600 to 100
Homeopathic Medical Department—	
1 dean receives	$1,100
2 professors receive	950
1 professor receives	535
1 professor receives	200
Dental Department—	
1 dean receives	2,500
2 professors receive	1,200
1 demonstrator receives	600
1 lecturer receives	450
2 lecturers receive	300
2 lecturers receive	100
Pharmacy Department—	
1 dean receives	2,000

OHIO WESLEYAN UNIVERSITY.

Salaries paid.

President receives	$4,000
Vice-president receives	2,000
Regular professors receive	1,600
Tutors receive	700

UNIVERSITY OF WISCONSIN.

Salaries paid.

College of Letters—	
President receives house and	$7,000
Vice president receives	3,000
1 dean receives	3,000
1 professor receives	3,500
10 professors receive	2,500
2 professors receive	2,200
3 professors receive	2,000
1 professor receives (two-thirds)	1,666

University of Wisconsin.

1 professor receives	$1,500
1 professor receives (one half)	1,250
2 assistant professors receive	1,800
2 assistant professors receive	1,500
1 assistant professor receives	1,400
1 assistant professor receives	1,300
1 assistant professor receives	1,200
3 instructors receive	1,200
6 instructors receive	1,000
3 instructors receive	800
1 assistant instructor receives	800
1 assistant instructor receives	700
1 assistant instructor receives	600
1 librarian receives	1,200
1 assistant librarian receives	600
8 fellows receive each	400
Library help	150
College of Law—	
1 dean receives	3,500
1 professor receives	1,824
3 professors receive	912
Special lecturers	300
School of Pharmacy—	
1 professor receives	2,000
1 professor receives	1,000
1 assistant professor receives	400
Agricultural College—	
1 dean receives	3,500
(and residence, with liberal perquisites.)	
1 professor receives	2,500
2 professors receive	2,200
1 director of institutes receives	2,200
1 professor receives	1,500
1 assistant professor	1,400
1 instructor receives	600
Washburn Observatory—	
1 professor receives	3,000
1 assistant professor receives	1,200
1 assistant receives	360
College of Mechanics and Engineering—	
3 professors receive	2,5
2 professors receive	2,000

University of Wisconsin.

1 professor receives	$1,800
1 professor receives (one-half).	1,250
1 professor receives	1,200
1 professor receives	1,000
Total	$135,236 66

HARVARD UNIVERSITY.

Salaries paid.

President, house and	$8,000
Dean of law school receives	500
(In addition to salary as professor.)	
Professors receive from	3,500 to 5,000
(According to department and length of service.)	
Highest salary in Harvard College is	4,500
Highest salary in Medical School is	3,500
Highest salary in Law School is	5,000
Assistant professors receive a year	2,000
(A year first term of five years.)	
Assistant professors receive a year	3,000
(A year second term of five years.)	
Tutors receive room and	1,000
Instructors receive from	5,000 to 2,000
Assistants receive from	250 to 500

COLUMBIA COLLEGE.

President receives	$8,000
2 deans receive	1,000
5 deans without salary.	
17 professors receive	7,500
4 professors receive	6,000
11 professors receive	5,000
4 professors receive	4,000
11 professors receive	3,000
15 professors receive	2,500
6 professors receive	1,000

CORNELL UNIVERSITY.

Salaries Paid.

Professors receive from	$3,000 to 4,000
Associate professors receive from	2,000 to 2,500
Assistant professors receive from	1,400 to 1,800
Instructors receive	1,000
Assistants receive	500

University of Wisconsin.

Deans and directors in some cases receive an extra salary, but with one exception there is no professor, dean or director in the university, who receives more than $4,000.

UNIVERSITY OF PENNSYLVANIA.

Salaries Paid.

1 professor receives	$4,000
1 professor receives	3,600
1 professor receives	3,250
5 professors receive	3,000
4 professors receive	2,500
3 professors receive	2,250
4 professors receive	2,000
1 professor receives	1,800
2 professors receive	1,750
2 professors receive	1,400
2 professors receive	1,200
1 professor receives	1,000
3 assistants and instructors receive	1,200
6 assistants and instructors receive	1,000
1 assistant and instructor receives	800
3 assistants and instructors receive	750
1 assistant and instructor receives	600
3 assistants and instructors receive	500

In medical, law, dental and veterinary schools the salaries depend upon the receipts. In the medical school they average from $2,000 to $5,000, the others much less.

Each department has a dean who is also a professor and receives $500 in addition to his other salary—except the dean of the college who receives $1,500 as professor, and $1,800 additional as dean.

In the matter of salaries the University of Wisconsin bears favorable comparison with the best institutions in the land. The wise suggestion of the board of visitors regarding the payment of better salaries loses something of its force in the light of this comparison. The influence of two new western universities has forced a rapid increase in salaries in all similar schools, yet no institution can afford to compete with the

attractions of certain positions. Headship in Lick observatory or the great botanical gardens at St. Louis will deplete the corps of the best colleges regardless of compensation. Granting this, it is still true that a school which affords opportunity for a reputation for wide and accurate scholarship and successful teaching will have little difficulty in holding good teachers at fair salaries.

The course of salaries in recent years is indicated by the following table showing the amount appropriated by the board at the annual meeting. The amount actually expended always exceeds this sum because of subsequent appropriations to meet exigencies which cannot be foreseen.

June,	1886	$53,950.00
	1887	68,500.00
	1888	86,960.00
	1889	94,786.00
	1890	91,382.32
	1891	123,876.66
	1892	135,236.66

Some changes in the business methods of the board of regents are necessary. The most important are full publicity of proceedings, and a yea and nay vote, recorded, upon all appropriations of money.

The university is a branch of the public service supported by public taxation, and the people are entitled to the fullest information regarding its business. In no other way can its affairs and its needs and purposes be so effectively made known. Reports and papers of great value are smothered in dark vaults, instead of going forth to win support for the university.

The board sits with closed doors and gives to the press only such meager reports of proceedings as it chooses. In marked contrast is the policy of the board of regents of the university of Michigan, which not only publishes its proceedings in full but welcomes the press reporters to all its meetings. Temporary necessity for secrecy is met by executive sessions or com-

mittees of the whole. Thus frankly taking the people into their confidence they are met by a generous liberality in providing for the needs of the university.

Needless, if not foolish, expenditures would be obviated by putting each member upon record as supporting or opposing them. Appropriations are made which do not command the support of one-third of the members because no one is willing to incur odium by opposing them. A simple call of names would dispose of them without bringing obloquy upon any one.

The business of the board is transacted, practically, by the executive committee. This means that often a majority of a quorum of a small committee decides questions of the greatest moment. Since the annual expenditures now exceed a quarter of a million dollars it is a tremendous power wielded by a few men. The finance committee recently approved the account of the preceding year's business upon the report of a special accountant, not a member of the committee having any other personal knowledge of its correctness. The state superintendent being a member of that committee intends no reflection upon it, but cannot forbear the suggestion that is not a safe method of conducting public business. The funds of the university will increase, and ought materially to increase. Common prudence dictates that every proper safeguard should be adopted to insure the safe keeping and wise expenditure of these sacred funds. Some means should be devised to relieve the executive committee of a large portion of the business now committed to it, that all members may be made to bear their full share of responsibility in the administration of their great trust. Probably not more than three members have more than the barest outlines of the financial condition and resources of the university. None of them have any considerable knowledge of its real work as an institution of learning. To its great purpose to make cultured men and women of its students little attention is given. Their interest is too largely ab-

scrbed in the means, while the great end for which it all exists, is lost to sight.

Within the past two years a large and well equipped dairy building costing $35,000 has been completed. A building for the college of law will be completed during the present school year at a cost of $75,000. The foundation is already laid for an armory building which, when completed next year, will be the largest college gymnasium in America. Its cost will exceed $100,000. The greatest present need of the university is an adequate library building. This cannot be constructed with credit to the university and to the state at a cost less than $100,000. An appropriation ought to be made for this purpose and to provide means for supplying it with needed books at an early date. If a moderate expenditure would secure ample and accessible athletic grounds, an appropriation should be made for this purpose and the lower campus should be devoted to library uses. The university has already a magnificent equipment of buildings and appliances. It has, in the main, an able corps of instructors. No other institution in the state affords opportunities at all to be compared with it. It is justly the pride of the people of the state and merits their continued and most liberal support.

All branches of the public school service look to the university for guidance and inspiration. Only a small minority even of the graduates of the high schools will find their way to college or university halls. But the latter schools will set the standard, and, to some extent determine the character of the lower schools. The university is by far the most effective of the state's educational agencies, for begetting that love of sound learning which is the ultimate purpose of the schools. Its graduates go out as examples of the nobility and worth of higher culture. From the university should go the men and women who lead in public affairs. Their influence should be especially inspiring and salutary in the conduct of educational institutions. If the school be true to itself and to the gener-

ous confidence and support of the people its alumni will become leaders in all educational movements.

In the normal and high schools their influence in awakening an appreciation of what is best in books, and in creating a hunger for the larger culture that the university offers will be priceless. It is evident that the worth of this work will not be enhanced by cheapening the price of a university diploma. Whatever may be the theory that imposes on the state the duty of teaching men the trade of butter making and pharmacy, while it refuses to teach them other trades, such as shoemaking and weaving, it is manifest that neither the cause, nor the appreciation of the worth of scholarship will be helped by "graduates" such as these. It is generally idle to contend with prevailing tendencies. Some multiplication of college courses was doubtless necessary to adapt them to the varying needs of students. It is demonstrable that some of them were made to satisfy the demands of those who sought the results of mental training without the continued and thoughtful study which is the price that God sets on learning. It is certain that the graduates of the university whose attainments are more meager in accuracy and breadth than those of the graduates of the high schools will add nothing to its power or reputation. Its character at home and its reputation abroad must always depend on the men and women who have pursued those collegiate courses that require sound and exact scholarship.

People obtain the diplomas of the schools as they purchase merchandise, at the smallest outlay possible; but they who acquire college honors with little scholastic merit seldom bear them meekly. They proclaim their acquired dignities from every tavern bush, and the character of the school is wont to be judged by the attainments of its shallowest representatives. The university provides an English course, apparently for the purpose of retaining students that are unprepared to enter courses that demand closer and more accurate study. Such a policy breaks down or vitiates the standard of scholar-

ship required by preparatory schools, and sends out university graduates who lack every element of mental power that gives to college training its real worth. The university crowns the state educational system and ought to strengthen the hands of those who stand for sound learning. It can do this by requiring students to get their preparation for college courses in schools that will be benefited by their continued presence, by exalting the courses that require sound scholarship, and by building up libraries that stimulate and gratify the appetite for wide and accurate study.

REPORT OF THE BOARD OF REGENTS.

To the Regents of the University of Wisconsin:

The board of visitors for the collegiate year ending June 30, 1891, respectfully submit their report as follows:

A meeting of the board of visitors was held January 22, 1891, for the purpose of organization and the assignment of special work to committees. An adjourned meeting for consultation and inspection of class work was held February 4, 1891.

On the occasion of these meetings and at other times during the collegiate year, the several members have visited the university for the purpose of observing its routine work.

The board has observed with regret and apprehension the temptations constantly placed before the most valued members of the instructional force of the university, to leave its service for that of other institutions better able to make them an adequate compensation.

Recent events have emphasized the gravity of the situation, which demands prompt and positive treatment. The success of the university depends largely on the best possible use of the funds at its disposal, for in this as in all other enterprises, either directly or indirectly, money is the final factor which determines the result. We believe that the satisfactory solution of the difficulty is to be found in the application to the organization of the teaching force of the institution, the simple rules of any successful business.

If we are to have the best service we must be ready to pay its market value. If, as appears to be the case, the legislature cannot be induced to provide sufficient funds for doing well all the work which comes to the institution, that work

should be cut down to just what is practicable for the best men to do in the best way.

We believe this policy will strengthen the university with the people, and through them with the legislature. A high standard in the quality of the work done in the legitimate sphere of university work will do more to popularize it as well as to make it in fact more useful, than any mere showing of numbers.

We instance the success of Johns Hopkins, in its special field as an illustration. There quality of real—not quantity of apparent—work, is the aim.

Our inspections of class work, as well as consultations with instructors, graduates and under graduates, together with a study of the organization and growth of the university, in comparison with neighboring institutions, convinces us that the first remedy to be applied is the thorough, practical application of the higher standard of admission outlined in the report of the president for the year 1889-90. But to be effective it must be far more strictly applied than the present standard has been.

In support of this view we note the fact that we find undoubted evidence of a lack of preparation for the profitable pursuit of the studies they are nominally attempting to pursue on the part of far too large a proportion of students.

With over ninety accredited preparatory schools named in the last catalogue, and the existence doubtless, of many other schools in the state, or sufficiently near to be in fact feeders to the university, equally competent to send up to the regular college courses, well prepared students, we find in the last freshman class one hundred and eighteen special or unclassified students in a class of two hundred and sixty-six. This ncludes as "regulars" forty-five in the "English course." This course appears to serve mainly the purpose of giving an pparent classification to students who are in fact outside of he courses recognized as the real basis of a liberal education.

We recognize the fact that there is in the university a legitiate place for a fair proportion of special students well preared to do the work to which, for various causes—not to their iscredit—they may wish to devote their time and energies, and e would give their work an adequate recognition by a sysem of certificates crediting them with the standing in any pecial study, to which they may prove their right by actual ork accomplished.

But we submit that such a large proportion in the first year, nprepared, or unwilling for any cause, to take any course in he wide range offered them, indicates that many have no legiti-

mate place in the university, but that they waste their own time, that of their instructors and fellow students, in pretending to try to do what is clearly beyond their powers. This view we find supported in the actual work of several classes.

We would naturally expect to find the legitimate special student in the higher classes, for obvious reasons.

In the last five years the per cent. of "specials" in the college of letters and science has increased from 35 per cent. to 53 per cent., or if the English course is included in the "specials," from 50 per cent. to 63 per cent. This tendency needs checking.

The number of "specials" to one hundred regular students in several institutions of about the same grade as ours shows a marked contrast. The ratios stated are between "specials" and all regular students who are pursuing literature, science and civil, mechanical and electrical engineering, as follows:

Illinois	4
Cornell	5
Harvard	12
Iowa	14
Michigan	19
Northwestern	26
Minnesota	27
Wisconsin	53

In Wisconsin now the proportion in classes as given in the last catalogue is:

Senior	2 to 100
Junior	27 to 100
Sophomore	64 to 100
Freshman	79 to 100

The gain in regular students in the college of letters and science during the last four years has been as follows: 45, 41, 18, 9. The net gain over last year is in the English course. The whole number of special students in this college is 331.

The university of Minnesota has 1,183 students; eight hundred and fifty are pursuing courses leading to degrees. The aggregate attendance is two hundred and sixteen (or 22 per cent.) more than in Wisconsin. The number pursuing such courses in Wisconsin is six hundred and fifty-six, Minnesota having 29 per cent. more.

If Wisconsin had an aggregate attendance as great as Minnesota in proportion to the population, we would have five hundred and sixty-five, or 58 per cent. more than we have.

University of Wisconsin.

If Wisconsin had a number pursuing courses leading to degrees proportionate to the population of the state, as compared to Minnesota, there would be four hundred and fifty-four, or 70 per cent. more. Minnesota was organized in 1869; Wisconsin in 1849.

It certainly appears that the university of Minnesota has greater attractions.

The United States commissioner of education reports the number in the collegiate department of the University of Minnesota for 1887–8 as 260
For Wisconsin..... 389

Wisconsin over Minnesota..... 129

From the catalogue of the University of Minnesota, issued early in the collegiate year 1890–91, the number in the collegiate departments was..... 369
Our last catalogue shows..... 436
An excess of sixty-seven. We have gained 12 per cent. while they have gained 42 per cent.

In support of our opinion that the number under nominal instruction is out of proportion to the teaching force, we note that in more than one department we find our professors undertaking to personally teach, or at least test the work of, over two hundred students in a single day and many classes of from seventy to one hundred members. In view of the fact that a maximum of twenty-five in a section under instruction at any one time, is generally recognized as proper, it would seem that the diligent student had no fair opportunity to receive the benefit of class instruction while the shirk had too ample opportunity to go through the course with an occasional lucky "stab," and a superficial cram for examination.

The injustice to the able and conscientious teacher is too apparent to require comment.

In West Point, with a world-wide reputation for thorough work, sections rarely exceed sixteen.

In our own institution per contra—in classes under professors having conspicuous lack of teaching ability, no matter how high their personal attainments may be, we find sections well under the West Point standard and departments steadily losing their ordinary proportion of students.

These facts are illustrated in the departments of psychology and Greek, though not confined to them. We are not disposed to take up the general question of the proper place of the classics in the college curriculum. We recognize the fact that they do not hold their former place, but it may safely be assumed that they are still an important factor in any truly liberal education. Greek is not only not holding its own in

proportion to other departments, but is not holding it at all. On the contrary it bears a strange relative proportion to the whole number of students in the colleges of letters and science, and engineering, when compared with other neighboring institutions, subject to the same general influences. The percentage at Evanston is 36; in Michigan 25; in Minnesota 21, and in Wisconsin 10. In our state denominational colleges it runs from 23 to 60 per cent.

Our inspection of class work, and consultations with graduates, and under graduates leads us to believe that the instructional force lacks that strength and dignity which commends itself to students and leads them to seek the benefits of the course.

This remark applies to the department of psychology.

We repeat that no amount of personal attaiments will compensate or excuse lack of teaching ability. The great danger of the freedom in electives is that it overloads the departments presided over by really able instructors, leaving others whose departments may be of equal importance, with not enough work to fairly interest them.

In short we believe that the institution can be strengthened in fact, and in popularity, by weeding out the students not fairly fitted for their work, thus permitting the present faculty to do justice to those who are prepared to receive their instruction to advantage. Next by strengthening departments notably deficient in teaching force. Giving better pay to heads of departments who have such conspicuous ability as leads them to be tempted to other better paying fields.

If necessary giving a larger proportion of class work to the instructors or fellows, under the supervision of the department head, who should never be expected to do preparatory work, as appears to be the present custom. Note the fact that at West Point class work is mainly under recent graduates of the institution. Among these may always be found a sufficient number who can do such work well to their own and the pupils' advantage.

Of course these observations are made on the assumption that the work legitimately expected of our institution is that of a high class university, ranking well with neighboring institutions of substantially similar resources, and not exclusively that of an industrial academy, or finishing school to give a little superficial polish.

AGRICULTURAL DEPARTMENT.

Since the facilities of the agricultural department enable it to perform experiments too costly in time and money to be

tried by the farmer himself, and since the results of these experiments have already saved thousands of dollars to the farmers in improved and economical methods of procedure, therefore we recommend that the result of these experiments, if possible, be more thoroughly disseminated among the farmers of the state.

This possibly might be accomplished by supplying the bulletins for the patent inside of the local papers, and to the press generally of the state.

The more intimate relations recently established between the farmers' institutes and the experiment station is a step in this direction.

MECHANICAL ENGINEERING.

On this head, in addition to the remarks made in the report of the board of visitors for 1889-90, we would suggest the following: The ever widening field of electricity in commerce, industry and science, the great and inadequately supplied demand for expert electricians, justify the recommendation that more attention be paid to the department of electrical engineering.

The institution which is first to offer superior facilities in this branch of science must obtain an advantage over competitors that cannot easily be lost, and will enable it to attain the leading position in this specialty.

Such a reputation obtained in this special field would cerainly enhance or add to the general reputation of the university.

BUILDINGS

The special report on this subject, made during the session of the legislature, leaves little to be said at this time, except in the matter of improvement of the old buildings.

We especially renew the recommendation of the last committee in regard to an elevator in ladies' hall and ventilation in university hall. A decent care for the health of students and teachers imperatively demands that these should have immediate attention.

Any class room required to accommodate from fifty to one hundred students, with no effective means of ventilation except the windows and doors, is a disgrace to the institution, which should no longer be tolerated. It is unnecessary and inexcusable.

We recommend that the first expenditure of the funds available under the late action of the legislature, be in the line of a

thorough inspection of the entire collection of college buildings, by a competent specialist in ventilation, and that his recommendations be strictly followed by freely making the required expenditures to secure at all times effective ventilation without injurious drafts.

The necessity for an elevator in ladies' hall is too evident for comment. Better put it in and charge a special fee for its use than to longer go without it.

LOGIC.

In the present curriculum logic is an elective study.

We believe that no college graduate ought to be wholly ignorant of the principles of this branch of learning. We would, therefore, recommend that hereafter logic be made one of the compulsory studies of every regular college course; and for obvious reasons we would recommend that an elementary course be taken therein as early as the sophomore year.

LAW DEPARTMENT.

We are able to report a marked and satisfactory improvement in this department. The suggestions heretofore made in the reports have been in many respects followed, to the benefit of the department. We are impressed with the fact that when the new building now in process of construction is completed there will be a want of sufficient instructional force to meet the demands of the department. We would therefore recommend that immediate steps be taken to secure additional permanent instructors who shall devote their entire time to the demands of the department. We regard this as much better and more satisfactory than to depend upon the practitioners of the local bar.

We recommend that, if practical, the college classes in elementary, constitutional and international law be transferred to the law department.

We find much to commend in the university, but we have considered it rather to be our duty to indicate the lines in which, in our opinion, improvements are most imperatively demanded.

Concerning that of which we make no comment, we wish to be considered as commending the present situation.

(Signed.) CHANDLER P. CHAPMAN,
Chairman.

EMIL BÆNSCH, Secretary.

REPORTS OF COUNTY SUPERINTENDENTS.

BAYFIELD COUNTY.

MARY A. NELSON, SUPERINTENDENT.

Some progress has been made toward a better condition of things in our schools during the past eighteen months, but they have, by no means, reached the desired standard.

Teachers have become more familiar with the manual, although a difficulty is met with, in the fact that we have scarcely any home teachers and frequent changes occur, especially in the country schools. In one school where excellent work was done last year, two boys completed the common school course and passed a satisfactory examination, and received diplomas. This fact created much interest as they were the first graduates from the common schools in this county. Both pupils expect to enter high schools the coming year.

In one district, specially good work has been done with the township library. A judicious teacher guided and suggested the pupils' reading till a wonderful interest was aroused. A new town has been organized during the past year and four new school-districts formed, in one of which a four-department school will be opened in September. A good supply of the best apparatus will be put in each building. A new school house is now being built in District Number 4, town of Washburn, to take the place of one which is too small and was poorly built.

There is a desire on the part of school boards to hire teachers who hold a high grade of certificate. In the village of Washburn no teacher is employed who does not hold at least a second grade, and some hold state certificates.

Good wages are paid for serivces in our schools, and throughout the county the boards are ready to furnish what may be called for by the teachers.

BUFFALO COUNTY.

GEORGE SCHMIDT, SUPERINTENDENT.

While no unusual progress marks the condition of the schools of this county, the results attained during the past year compare favorably with preceding years.

According to the reports, eighty-three out of eighty-four school houses are in good condition. That this classification is not quite in conformity with the facts may be readily inferred. However, the number in poor condition is comparatively small, as there is a manifest tendency to make the school room comfortable and attractive.

On the other hand, school grounds and surroundings seem to receive but slight attention, even in districts where there is a disposition on the part of the school boards to make improvements. It is by no means a singular occurrence to find a substantial and well kept school house on a site and amid surroundings devoid of every element which would commend it for the purpose it is made to serve—thus showing an absolute lack of appreciation for proper surroundings.

Some improvements along that line are due to the especial efforts made by the teachers. The observance of Arbor Day has resulted in an improved appearance of a number of sites. As reported, thirty-seven districts observed the day; most of them by planting trees. cleaning up the grounds, besides carrying out a program prepared for the occasion.

Nearly $2,000 were expended for apparatus during the year. A majority of our schools are well supplied, at least with the most necessary things in that line. Occasionally good judgment is lost sight of in purchasing school supplies. To buy some high-priced charts when even a suitable black-board is wanting shows a disregard for the best interest of the schools

which can only be explained on the ground of ignorance or indifference. I have endeavored to assist school boards in this respect, by means of written reports, made out at the time of my annual school visitation. In these reports I usually enumerated what was lacking in the equipment of the school room, and recommended the purchase of what seemed to me necessary and practical, exercising due care that my recommendations were in keeping with the financial ability of the district. On the whole, this plan has been attended with good results. Fifty-three schools are reported as being organized in accordance with the manual of the course of study, which number is approximately correct. Thirty-one pupils graduated in the common district schools the past year, while the total number of graduates since 1889, when the first graduating exercises were held, is over one hundred.

The progress of grading the country schools is retarded by the frequent change of teachers, still more, on account of the large number of inexperienced teachers taken into our schools annually. Many of them are not sufficiently familiar with the provisions of the manual to undertake and carry out the work as laid down. It has been my aim, while visiting these schools, to make plain the advantages derived from a course of study and to awaken the interest of the school and patrons in its favor. The teachers' institutes have done much in the way of emphasizing the need of proper classification. The frequent reference to the manual of the course of study in the examination questions, has prompted many to make the manual a subject of more thorough investigation, and it is safe to say that it now occupies a place in the teacher's library.

Ten out of seventeen towns have withheld money for library purpose. Wherever proper management prevails, the books are a great help. Lack of conveniences for keeping the books, as well as neglect in keeping the records, may in time constitute grounds for arguments against the library. While the number of pupils enrolled has decreased there is an increase

in the total number of days' attendance. This, however, is not due to more regular or constant attendance, but rather to the fact that many districts schools are maintained for a longer period than in former years.

Though this county has had a fair representation at the normal schools for some years past, yet but few country schools are in charge of teachers who have had more than a term or two training at these schools. "We want a good teacher" is an expression frequently heard from members of school boards; some of whom subsequently engage a teacher without a word of inquiry beyond that of, "have you a certificate?" Intelligent discrimination on the part of school boards would do much to advance the standard of the teachers.

The average wages paid to male teachers was $41; to female teachers, $29, nearly, which is a slight advance in wages, compared with the previous year.

Teachers' meetings were held at four different points—the time of meeting being arranged in consecutive order, which enabled teachers to attend at several different places. A union meeting of two days was held during the holidays.

CLARK COUNTY.

GEORGE E. CROTHERS, SUPERINTENDENT.

The schools of this county during the year ending June 30, 1892, have shown only the quiet, steady growth that has characterized them for several years past. The material development of this county, which has been quite marked recently, has noticeably affected the growth and prosperity of the schools. Each school year shows new districts oragnized, new departments added in the graded schools, new school houses erected and a steady increase in school population. During the past year there was an increase of four hundred and forty-five in pupils between the ages of four and twenty, and I think a corresponding increase is noticeable in attendance. There is, however, a marked absence of the older pupils in our country

schools. Of course, some of these have left home to attend the graded or high schools in the cities and villages, but I have reason to believe that many of our pupils leave school and study forever, at the age of fourteen or fifteen. For this reason I have emphasized the work of reading in our schools; not that I have advised that other work should be dropped out or neglected, but that everything so far as possible should be made to contribute to making the pupil an intelligent reader. I must say to the credit of our teachers, that many of them have done good work in this direction. They have read a great deal themselves, they have used the books of the township libraries quite extensively, and very many of them have purchased some of the books on the list and have taken them into their schools.

A large majority of the districts furnish free text-books, and in many instances two sets of school readers have been purchased to give a larger supply of reading matter.

Notwithstanding the special stress placed upon reading, I have urged teachers to continue the grading of country schools as set forth in the "Manual." During the year sixteen pupils have completed the course and secured diplomas.

The transient nature of our teaching force makes it necessary to do over and over again much of the work done in the past. This county does not supply itself with teachers, so that there is a slight influx from abroad. We gladly welcome successful and experienced teachers, but this is no longer a backwoods county, and we want the best and only the best.

Our school houses are, with very few exceptions, fine buildings. Nearly all are seated with patent desks. and most of them are filled with slate-stone blackboards and all kinds of necessary apparatus. Within the past three years thousands of dollars have been expended in school supplies.

In many instances little attention was paid to the appearance of the school premises, but since the matter was agitated in connection with the prize offered by the governor, I can see a great improvement.

On the whole, all the necessary conditions for good schools exist. The only problem is to keep the schools supplied with teachers of enthusiasm, earnestness and tact, and who know something of the best modern school methods.

DUNN COUNTY.

J. E. FLORIN, SUPERINTENDENT.

Of the one hundred and thirty teachers teaching at one time during last winter, twenty-three held first grade certicfiates, thirty-two second grade and the rest third grade, e xcept two who held limited state certificates. So-called limited third grade certificates were granted only when a scarcity of teachers prevailed.

Again, of these teachers, thirty had some training at normal schools and seven more at colleges or academies. The number of high grade teachers and those of special training has rapidly increased during the past two years. At present the county's representation at the normal schools is the largest it has ever been.

I regret that salaries have not increased in the ratio of proficiency; thus, as ever, teaching remains a stepping stone or makeshift for many. The average salary of teachers in this and I suppose in other counties is not high enough to assure to the schools the inestimable benefit of thorough preparation and long experience.

Of the 6,673 cihldren of school age, 4,853 attended public schools. A number of parochial schools were conducted in the county; but, as I have no reports from them, I cannot tell just how many are deprived of all and any schooling, but I fear that the number is entirely too large. I especially regret that as a rule children of fourteen or fifteen years are kept at home. With the increase of years, maturer powers and a deeper realization of the value of a liberal common school education, we undoubtedly could achieve grand results with many a youth now kept at home. Many dis-

tricts have school for but six months during the year, six hours a day, in all seven hundred and twenty hours, not deducting recesses or holidays. Surely wise parents can plan their work so as to give to their dear ones the benefit of thirty times twenty-four hours of schooling each year.

A large majority of schools are well furnished with modern apparatus and helps in teaching. In this line many districts have been generous almost to a fault. Let us not lose sight of the fact, however, that skillful teachers alone are able to secure to patrons returns for their generous investment.

During the last year three more towns adopted the township library system. Twelve of the twenty-two towns have the books. The best teachers find in these books their best aids to enliven and supplement text-book work and to aid them in leading pupils to love good reading.

During the last school year twenty more schools were organized according to the provisions of the Wisconsin course of study. We are fast getting tired of haphazard, unbusiness-like school work, which some call education. If systematic work is good for the city schools, it is for those of the country. System saves time, labor and annoyance, and brings better returns for money invested.

Some very successful exercises for graduates of the common schools were held during the past two years. Looking back from this mile post in the country scholar's life, we found many striving to reach the goal; looking forward, we saw that it was but a round in the ladder of progress.

JACKSON COUNTY.

F. B. DELL, SUPERINTENDENT.

During the past year six new school houses have been built and a large number of the old buildings repaired and reseated with patent desks. In many of the districts the school boards have purchased much needed apparatus and have provided more suitable blackboards for the use of the schools

Thirty-four of the districts observed Arbor Day and one hundred and ninety trees were planted. I have noticed that in some of the districts the efforts of the pupils and teachers have been supplemented by the patrons of the schools, and that the people begin to look with pride upon their school house and grounds.

A summer school of six weeks was held in Black River Falls, beginning July 11, 1892. This school had for its aim the aiding of the teachers of the county, and was attended by sixty-seven persons, about sixty of whom were actual teachers in our schools. Teachers in attendance holding limited certificates were allowed to devote their time to those branches in which they were deficient and to re-file papers on which satisfactory standings had been attained. As a result of this school and the earnest work done by the teachers, I was enabled at the last examination to secure enough teachers to supply our schools without granting any limited certificates.

An institute of one week was held at Black River Falls, on the week following the close of the summer school.

The total amount paid for teachers' wages during the year ending June 30, 1892, was $28,904.88, of which the male teachers received $9,061.58 and the female teachers $19,843.30. The average wages paid male teachers during the last year were $39.54. The average wages paid females were $28.42. Last year the averages were $36.87 and $28.23 respectively.

In this county twenty-five of the schools are organized in accordance with the manual of the course of study and during the past year nine pupils obtained the common school diploma.

Eleven of the towns of the county have adopted the town library system, and during the past year about four hundred volumes have been purchased, making a total of over fifteen hundred volumes in all. This system is proving highly beneficial where it has been adopted, and the other towns wll soon fall into line.

In conclusion I will say that as a whole I believe our schools are in the line of advancement. They are increasing in num-

ber and usefulness. Teachers, as a rule, show an earnest desire for improvement, and school boards demand scholarship and experience in teachers. These are hopeful signs, and in the coming term I hope that with the earnest co-operation of the friends of education that the schools of our county may take a long stride in advance.

GREEN LAKE COUNTY.

LILLIAN HUFF, SUPERINTENDENT.

The Arbor Day movement has caused a deal of improvement in Green Lake county during the past two years. It has not confined itself to improving yards by planting trees, shrubs and flowers; building fences, leveling the grounds, clearing the yards, etc.; but to improvements indoors as well. School houses have been painted, re-seated and furnished with needed school supplies. Districts which have only a six months' term of school during the winter have not done much in this work. They are behind because we cannot create that interest in the school board which we do in the schools and their teachers.

The schools of this county need, in different localities perhaps, a dictionary, new seats, maps, etc., but in a majority of cases they are quite well supplied.

The towns of Princeton, Brooklyn and Marquette have the "Public School Library." Brooklyn and Marquette schools have used the books to great advantage.

The teachers of the county have started a circulating library having thirteen volumes. We hope to add to this year by year. These books have been sent out four times during the year.

The schools are well graded, considering the irregular attendance, variety of text-books in some districts, advancement along some favored line of work, to departments instead of the better division of three, etc.

The want of interest on the part of patrons is shown by the

small attendance at the annual school meetings, lack of visitation in schools, and lack of knowledge pertaining to school affairs.

The teachers are, as a class, faithful, energetic workers, and are well qualified for their work. If patrons were as progressive and earnest as teachers the ideal country school would not be very distant.

Examinations for diplomas were held twice during the year on the same date in each district. Out of twenty-five applicants eleven were successful.

The Teachers' Association held four meetings during last winter. The average attendance of teachers was about thirty-five. A keen interest was aroused in these meetings—many citizens, school officers and pupils attending.

LA FAYETTE COUNTY.

L. HENRY JOHNSON, SUPERINTENDENT.

The schools of this county are gradually improving in condition for work and the qualifications of teachers.

Few school rooms are now without the modern seat, the best and most durable slate is being purchased for blackboards and many schools need no more of the common apparatus for teaching purposes.

Arbor Day has stimulated the improvement of school grounds and in the course of a few years we shall have some model schools in this respect whose influence will extend across their district lines. The library system seems to have come to stay in the majority of towns in this county and its apparent permanence here gives promise of its ultimate introduction elsewhere. A variety of text-books will creep into the schools in spite of all the superintendent may do, and under present conditions, it would seem futile to do any more than attempt to lessen an evil continually invited by our non-uniform system of text books.

A classification record and system of reports modeled after—

the course of study has been introduced, and in directing the teachers to a better and more intelligent gradation of their schools has been a success; but it requires the constant attention of the supeirntendent to keep it alive.

An examination of previous reports shows a small but encouraging increase in the average wages paid teachers in the county for the past four years.

Excepting a half-dozen, all teachers have had training in schools other than the common schools in which they teach.

The normal school at Platteville furnishes a good number of the teachers in the western part of the county, and the three high schools at Argyle, Darlington and Shullsburg supply a majority of the remainder.

Teachers have been cut down to the actual needs of the schools as far as possible, and this, besides raising the standard of qualification, has resulted in the retention of the same teachers for the entire year in many schools where this was not before the custom.

Public sentiment is the only compulsory law which seems to affect attendance in this county. No effort whatever appears to have been made to enforce the present or former statutes, nor has it been necessary in many cases. The statistical reports would indicate the contrary, but they are not reliable.

While on the whole progress may be reported it is not uniform. Some towns as far as the school library system is concerned seem inconvertible, while others could not now be induced to abolish it; some districts maintain schools which would be intolerable in other communities. In most cases the school may be taken as a tolerably fair index of the intelligence and progressiveness of the people supporting it.

ROCK COUNTY, (2ND DISTRICT.)

DAVID THRONE, SUPERINTENDENT.

There are eighty-six districts under my supervision. Of these all but five are district schools of one department Many of

our school houses are old, having been built when the country was new. During the past few years a very great improvement has been made in the school buildings and their surroundings. Many new buildings with modern improvements have been erected. Much attention has been paid to the question of proper seating and the supply of better blackboards.

The Arbor Day movement, inaugurated by your department, has done more to arouse the interest of the public in regard to the improvement of our school grounds than any other measure for years. I am glad to note this line of improvement and believe it has come to stay. One of the most notable effects of the Arbor Day strife is the interest shown by the pupils themselves in beautifying their school houses.

The average school board has been, on the whole, indifferent to the question of proper apparatus for school work. Much of the fault lies with teachers who have in many cases neglected to take proper care of what has been placed in their hands or to use it to the best adavntage.

Four towns of my district retain from year to year money for libraries, as provided by law. The money is expended judiciously and we are beginning to see good results. With respect to libraries the fact becomes evident that those districts which realize the most good from them are those taught by teachers who know how to make a practical use of the books. One reason why only four towns out of ten have libraries is that the great majority of the people have an abundance of books and papers, and do not realize the need as they otherwise would.

One of the points of greatest weakness has been the lack of uniformity in gradation. Country pupils entering city schools were found to be behind their grades in much of the general work. The introduction of the manual of the course of study has worked a great change. It took years for the teachers to understand its true merits, but now it is the school room guide of 95 per cent. of the teachers of the district. Our schools are on the whole very well graded.

Reports of County Superintendents.

Another line of improvement is shown by a greater regularity in attendance. We graduate from thirty to forty each year and the number is steadily increasing. The knowledge that high school principals will, under certain conditions, accept the diplomas as credentials for entering the high school has acted as a very great stimulus. A uniform system of classification has been introduced in all the schools, a result of which is to assure an understanding between the outgoing teacher and her successor. The teachers express themselves as well pleased with it and seem disposed to make it a success.

With respect to wages our average is deplorably low. This is not, however, wholly owing to "closeness" on the part of the patrons, but is the result of the great number of successful applicants for teachers' certificates and, as a consequence, an over supply of teachers. Many beginners will offer to teach at a much lower figure than the districts are really willing to pay.

We now come to the most important subject of all—the character, etc., of the teachers. Permit me to quote from my annual report of 1890. "In his report for the year 1887 my predecessor, H. C. Thom said, 'Our teachers are too young. They lack that maturity of judgment and training which is essential to the successful training of children.' This statement is only too true. Young and immature boys and girls are promised schcols conditioned upon their receiving certificates. A premium is thus placed upon incompetency. I cannot too strongly urge upon the district boards the necessity of discrimination in selecting teachers. Too much attention has been paid in the past to the question of wages and not enough to the peculiar fitness of the teacher under consideration for the place. If the people would only insist upon it that the teacher should be fitted for the work by natural ability and thorough preparation, and pay wages high enough to enable the teacher to make teaching a life work, we would have better schools." There has been steadily growing a change for the better. Teachers are seeking more knowledge and making better preparation for work.

MANITOWOC COUNTY.

C. E. PATZER, SUPERINTENDENT.

Our rural school system sprang up of necessity and has moved on by virtue of its own momentum. Since its incipiency no permanent progress has been made and none can be made so long as present conditions prevail. To question the efficacy of the system might, however, subject one to the charge of being unpatriotic so identified has it become with our institutions; yet, if there are serious defects in it we can only hope to see them removed by holding them up before the public, because public sentiment must work the change if change be necessary, and the better the shortcomings of the system are realized the better will be the remedial measure applied. The greatest enemy of rural schools is the professional eulogist whose connection with them was severed years ago and whose pictures are wonderfully colored by the hand of time.

Country schools have performed a great work in the past, and were they blotted out of existence the vacuum would be sorely felt, but they do not meet the increasing demands of times. They contain elements of strength that graded schools can never possess, but we fail to realize fully from these advanages because of certain inherent defects in the system. The country cross road schools are the ideal American schools, but that should not blind us to some glaring imperfections that must be remedied before they will minister properly to the needs of our people.

There are two lines along which reforms can profitably be made. First, an educational qualification should be demanded of county superintendents which will result in securing better superintendents; second, means should be provided for the training of teachers specially intended for ungraded schools, which will result in better teachers.

We too often do things by halves. The law is quite explicit in specifying the duties of the county superintendent, but no provision is made to ensure the fulfillment of these duties. That

is left largely to chance. The superintendent is by law compelled to certify as to the qualifications of his teachers. He is compelled to conduct institutes designed to give professional training and inspiration to his teachers. He is compelled to supervise the schools of his county and criticize methods of instruction. In short, he is to be the guiding educational spirit, and the law does not even require that he be a teacher! The state department, realizing the incompetence of superintendents attempts palliative measures that make matters worse since public attention is thereby drawn away from the charming inconsistencies of the superintendency. Because the superintendent cannot conduct his institute for lack of academic and professional training the state furnishes conductors who do it for him, and his labors are confined to keeping a record of attendance and providing boarding places for teachers. Questions for his examinations are furnished him, and he is content to examine his teachers through other men's minds. To cap the climax and secure perfect uniformity in examination the answer-papers should be corrected by a central authority as well. The county superintendent occupies a position not a whit inferior to the high school principal—let his qualifications be those demanded of the high school principal. Then, with special qualifications for his work he can command the respect of his teachers and exert a benign influence over their work.

But, however efficient the superintendent may be, so long as boys and girls are by our laws permitted to enter a school as teachers, on whose benches they may have sat as pupils the year before, so long his efforts to elevate the schools are woefully limited. Country schools cannot be made better unless the places made vacant by the withdrawal of experienced teachers are again filled by persons of mature years and who have enjoyed some special training as a prerequisite to engaging in the work of teaching. Under the present method of certification of teachers that is impossible. It is a sad reflection upon us as a nation that we consign the education of our children in many instances to persons of immature years, with no special

aptitude or preparation for their calling, and whose only inducement to enter the business appears to be the hope of earning enough money to aid in acquiring a subsequent profession, other than teaching. We exemplify the old adage, "truth is often stranger than fiction," when arguments must be advanced to prove that some professional training should form a part of a teacher's equipment for educating children.

Were there more normal schools and could their course of study be so arranged that students could within a reasonable time acquire a fair academic training together with some professional skill in imparting knowledge, the problem of how to supply country schools with suitable teachers would be solved. But under present conditions it is altogether out of the question to expect proper assistance from that quarter. Graduates of normal schools never go back to district schools. It is only in an indirect way that they exert an influence upon them. Nor should we be deluded by the hope that summer schools will materially assist in creating a professional body of teachers. Their instruction is apt to be warped by the constant tendency to prepare students not to teach but to pass the impending examination. What is needed is a permanent institution of some kind where students of fair scholarship can spend a year or more in preparation to teach a country school. Space forbids entering into a detailed discussion of the training school proposed, so a few general suggestions must suffice. In the first place as the object of such a school would be to provide teachers for a country school there must be established a sufficient number to guarantee a full supply of teachers, and in the second place the instruction in such a school should be limited to the elementary branches, with theory and art of teaching added. These should be taught thoroughly and logically and with a view of illustrating pedagogic principles, thus imbuing students with proper methods of teaching in a rational and no dogmatic way. All so-called higher instruction may with propriety be omitted.

The instructor must be a thorough school man conversant

with country schools, their product and their needs. In conjunction with the superintendent he should be empowered to accept or reject candidates applying for admission. They should be subjected to a searching oral examination to determine their scholastic ability, and whether they possess cheerfulness, serenity and strength of mind, and love for children, which last is so vital to success in elementary work. All persons in whom the promise for becoming good teachers cannot be found should be denied admittance. All who contemplate entering the business of teaching should be required to attend such a training school. Certificates of attendance should entitle the holders, without further examination, to teach in any district school for the space of three years. The certification of third grade teachers would then disappear and this would produce a salutary effect upon graded and high schools whose instruction is now too much affected by the character of the tests required at teachers' examination.

It may be urged that the scheme here advocated is too chimerical to be ever carried out, and that the state could not afford the expense. Possibly, but the fact nevertheless remains that the crying need of the times is trained teachers for country schools. Our present method of certification of teachers, our institutes, teachers' meetings and summer schools are educational forces entirely inadequate to supply a professionally trained body of teachers.

POLK COUNTY.

CARRIE ASP, SUPERINTENDENT.

Though the schools of Polk county are not by any means what they should be, yet we have great reason for feeling encouraged. Our teachers are nearly all quite young and have not become so rooted in their own way of doing things, that they cannot change. As a rule the teachers are beginning to realize more and more the importance of their work, and are working for improved methods.

Last year we made an effort to do our work according to the

plan of the manual, but, although there was an improvement in the work, our schools are still far from being properly graded.

The demand for good teachers is greater than the supply Good teachers are usually appreciated and many districts are willing to pay for value received.

Our institutes have been characterized by attentiveness and faithfulness.

Our summer schools of '91 and '92 were well attended by the teachers and some good work was done.

Our associations have been very helpful. A plan of local associations will be tried this year.

Our town school libraries are slowly increasing in number and size. The people do not yet realize the value of the library books, and the teachers unacquainted with the books fail to make proper use of them.

I find, however, that the children who have had the use of the library books are much more intelligent and take greater interest in books and all school work.

Many of our schools are poorly supplied with blackboards and proper books, but we hope the time will soon come when officers will value the time of their children and teachers sufficiently to provide what is necessary for good work.

Last spring as I passed through the county I was much gratified to see the results of the Arbor Day work. Nearly every school in the county worked with a will. The yards were raked; stumps, stones and refuse matter removed; flower beds of various sizes and shapes were made; shrubs and trees were planted. Nearly all this work was done by the teacher (in most cases a lady) and the school children. The choice of trees was not always the best, and the planting was probably not done skilfully, yet I believe the results of the work will be lasting. Nearly every child in the county delights in telling what *we* did Arbor Day.

Reports of County Superintendents.

SAUK COUNTY.

W. H. SCHULZ, SUPERINTENDENT.

New school houses are rapidly taking the place of old weather beaten and time worn structures which in many cases are but poor excuses. New school houses are building at the rate of seven to ten a year, and it must be said to the credit of our people that they build well. In most cases the buildings cost from $800 to $1,300, and they are generally built according to the most approved modern plans, and well furnished throughout with the best appliances.

From year to year district boards become more liberal in the purchase of needed apparatus and books, so that it can truly be said that there are very few schools not supplied with the most needed school apparatus.

Teachers and parents are generally interested in the gradation of the country schools. In all cases where the school is in the hands of an experienced teacher, the grading is quite perfect, but in nearly all cases when the school falls into the hands of an inexperienced teacher, the gradation suffers an injurious drawback. There is now no school in this county of which it could be said that it is not graded, or not working under the course of study; but there is, however, quite a number suffering a temporary decline.

There has been somewhat of a decrease in the whole number of days' attendance, caused by a general prevalence of sickness in the form of measles, diphtheria and other maladies which were more prevalent during last winter than during any previous school year.

The quality of our teachers is steadily improving and from year to year the number to whom first and second grade certificates are granted is increasing. It is a recognized fact that, other things being equal, the higher grade teachers are the more successful. The records of this county may be brought as a most convincing proof of this; for instance, it appears in the year 1891, that of the fifty-eight teachers that

had graduates from the common schools, thirty-two had graduates in previous years of their work in this county, and that one of these holds a life state certificate; ten hold a first grade, and twenty-six second grade certificates, making a total of thirty-seven holding higher grades of certificates.

For various reasons it was deemed expedient to have two diploma examinations during the year, and four trials have convinced all that it is better. All matter sent from this office to teachers goes through the hands of district clerks, and it seems to increase their interest in the teachers' work. A system of local teachers' institutes has been established in this county at fifteen different localities, with one principal and six assistant conductors for each place. Printed programs and courses are furnished all the teachers. Four institutes of one day each are held at each locality. These institutes seem to be a grand success as far as can now be judged.

That our schools are in a healthy state of development no one doubts, but when one considers the fact that our common schools should give at least a complete common school education to all that attend them, then we all will have to admit that the work of universal education has only fairly begun.

ST. CROIX COUNTY.

LOVILA M. MOSHER, SUPERINTENDENT.

I think I can report a healthy growth in the condition of the schools of St. Croix county the past year. There has been an increased interest in the care of school buildings and school yards. Many of the country schools were not in session on Arbor Day, so the day was not as generally celebrated as it otherwise would have been, but much was done in many of these districts to improve their yards, when their spring terms did open.

There has not been the progress made in complying with the library law that I had hoped for. Several new towns have retained the money, and purchased books, but there is

still a large number that have failed to do so, and more earnest work needs to be done along this line.

The teachers of the county are progressive as a class, and eager to do good work and improve their scholarship. Many have availed themselves of the summer schools; others have taken a year or part of a year at the normal as soon as they could afford to do so. The state questions have been used at the examinations, and have been a means toward securing good scholarship on the part of the teachers. An average of 70 per cent. is required for a third grade certificate, with a minimum of 50 per cent. The plan of allowing teachers, holding good third grade certificates, to come in at the next public examination and write on second grade branches only, and so secure a higher grade certificate, has worked very nicely, and has been an incentive to better scholarship.

The teachers' associations and institutes are always well attended, and the majority of the teachers recognize in them a great aid to their work.

VERNON COUNTY.

D. O. MAHONEY, SUPERINTENDENT.

Of the one hundred and fifty-four school buildings in this county, one hundred and forty-nine are reported by district and town clerks in good condition. A very commendable interest has been taken in the past two years toward the erection of more suitable buildings for school purposes. The old, child-deforming bench seats are fast going out of use, to be replaced by the most improved furniture. Many of our school houses are finely furnished by the most improved black boards, maps, charts and globes. School boards expended the past year for school furniture, alone, $1,668.67, an increase of $825.51 over the previous year. One thousand four hundred and seventy-three dollars and thirty-two cents were expended for apparatus and but few schools now remain unfurnished.

Eleven towns have complied with the provisions of the town

library law. I have labored earnestly to convince town officers to put this law into effect, and, while many have cheerfully complied, others have turned a deaf ear and have fortified themselves behind that little word "may," which is found in the law. Wherever the law has been faithfully tried, the teachers, pupils and school officers are enthusiastic in its behalf. Teachers have much to do toward creating a healthy sentiment in its favor. I know of no better way to convince the people of the wisdom of this law than to urge teachers to use the books to the best possible advantage. Its growth and influence will spread to other towns in time.

The number of schools organized in accordance with the manual of the course of study is reported to be one hundred and seven. At one time nearly every school in the county was graded and well classified according to the manual, but the frequent change of teachers, especially a change from the experienced to the inexperienced, has to some extent been the means of keeping a portion of these schools disorganized. About one hundred and twenty of our schools that are in charge of our most experienced teachers are well graded and in a very satisfactory condition. "Eternal vigilance" is the price of success in keeping the schools well graded and classified. Little help can be expected from school officers in this respect, due principally to the fact that they know nothing concerning the management of schools and are very indifferent to the principles that underlie the proper gradation of our country schools. It therefore depends very much upon the watchfulness of the county superintendent whether the schools remain well graded any great length of time or not. Seventy pupils received diplomas of graduation from the district schools the past year. A committee of three teachers is usually appointed to take charge of the examination at each place and forward to my office at the close of the examination the papers of all applicants likely to pass the examination. Many of these graduates are now in the high and graded schools of this county.

Reports of County Superintendents.

From year to year our people are becoming more generous in giving financial encouragement to our schools. The amount expended last year for school purposes was $52,886.00, a gain of $3,093.00 over the previous year. Teachers' wages have increased steadily from year to year until the average wages are now $37.68 per month for males and $23.96 for females. The demand for good teachers is excellent and the inferior class is being practically put off. Our best teachers are constantly employed at good wages. The teachers are responding to the demand for higher qualifications, and in short availing themselves of all privileges that will tend to make them stronger teachers.

A summer school was organized in the city of Viroqua last summer, and one hundred and seventy persons were enrolled. The teachers' associations the past year have been exceptionally large and profitable. The largest institute in the state was held here last spring. Our institutes and teachers' associations have been growing in numbers and interest until it has become difficult to find buildings large enough to accommodate the public. My purpose has been to keep our school work continually before the people. The institutes, associations, summer school circulars and the newspapers of the county have been the means through which we have attempted to spread the information we deemed necessary. It has been my aim to furnish the people a stronger teaching force, and to do that it became necessary to encourage and stimulate teachers to greater exertion and at the same time create a demand upon the part of the public for a superior class of teachers.

WINNEBAGO COUNTY.

JOHN HARRINGTON, SUPERINTENDENT.

The schools of Winnebago county are in a reasonably prosperous and healthy condition. The general character of the work done will, in my judgment, compare very favorably with that of other counties in the state. Indeed, it would be

strange if it did not, this county being the seat of the largest normal school in the state, and having four excellent high schools. As a result the supply of teaching material that offers itself is greatly in excess of the number of teachers required. The examination and certification of teachers is, perhaps, the superintendent's most important duty. It involves the welfare of the schools, and the somewhat conflicting financial interests of both taxpayers and teachers. The two extremes to be avoided are, first, issuing so few certificates as to entail hardship on school boards in securing teachers; and second, issuing so many as to enable inferior teachers to secure a large number of the schools by underbidding those who have made special preparation for the work at considerable expense. In this case the best product of the county is driven out, and goes to counties where better rate of wages is maintained; the average grade of the home teachers being thereby reduced.

A superintendent should hold up the wage rate by holding up the average grade of the teaching force. He must cultivate a high ideal in both teachers and school boards, and furnish for the schools a sufficient number of legally qualified teachers properly selected from the best of those who present themselves as candidates for certificates.

I have found the limited third grade certificate (six months) to be my most effective instrument in improving both the average grade of teachers and the average rate of wages. The great majority of the teachers hold third grade certificates. School boards know but little of the comparative values of different third grade certificates. A low standing under one superintendent is often a high standing under another. What I found to be most needed is two grades of certificates that will divide the great body of teachers into two nearly equal groups. I found the limited third grade certificate answers this purpose admirably. A school officer can then tell at a glance whether a certain teacher is well qualified or is below medium. In 1891, of one hundred and seventy-eight third

grade certificates issued one-half were of the limited variety. In 1892, of one hundred and ninety-four third grade issued, seventy were limited. The result thus far is satisfactory. At a rough estimate, nearly one-half of those who received limited certificates have since attended the normal school or a high school. Nearly all have done some good systematic work for self-improvement. Even some old teachers were quietly reminded that it is well to do a little reviewing from time to time. While nine out of ten teachers are satisfied with a full third grade certificate and will not strive for anything higher, a similar proportion are utterly dissatisfied with a limited third grade and will make a lively struggle for a full third grade. School officers fully appreciate the difference between the full and the limited third grade, and exercise an active choice as between the two. The selecting of teachers is less of a lottery, and the better teachers are more often selected for the better positions. The common divisions into first, second and third grade certificates is useful to village and graded schools, but of almost no practical value to the district schools. Such a division as I have indicated above is far more useful.

In visiting the schools perhaps nothing within the range of my observation calls for criticism and consideration more than the fact that the pupils found in the district schools are small children. In schools numbering from twenty to thirty pupils, it is unusual to find more than three, four or five who are over thirteen years of age. About three-fourths of these are girls. Young men and young women do not go to school as they did some years ago. The condition is worthy of careful thought on the part of those interested in the efficiency of the common schools.

The "Course of Study" has done something to reach these larger boys and girls. As yet, a majority of the teachers have not been convinced either of the practicability or the usefulness of the course of study. I think much progress has been

made in the past two years, but much still remains to be done.

Five towns out of sixteen have withheld money under the township library law, and books have been purchased as required. The libraries are found very profitable wherever established. The books are read by the pupils with much eagerness, and are taken home and read by the older members of the amilie s

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THE WISCONSIN SUMMER SCHOOL.

The growth of the Wisconsin Summer School for teachers during the past two years affords gratifying evidence of its usefulness. It was organized in 1887 in accordance with a recommendation of the Wisconsin Teachers' Association, and under the direction of a committee from that body. The lecture rooms of the university were thrown open for its accommodation, and the laboratories and illustrative apparatus of the university were made available so far as necessary for its use. Its aim was to afford to those engaged in teaching in the high and grammar schools of the state superior opportunities for summer study, with a view to expanding their knowledge and improving their methods of instruction. The experiment, for such it was regarded, proved moderately successful the first year. Five instructors were employed, most of whom were professors in the university, and eight different courses of instruction were offered. During this summer forty pupils were enrolled in the school. The following year some assistance was given to the enterprise by the board of regents

Summer School.

of the university and the board of regents of normal schools, and the attendance was slightly increased. In 1889, the state legislature made a small appropriation of a thousand dollars a year to aid in maintaining the school, and in consequence the teaching force for that summer was increased to eight and the courses of instruction to sixteen. A marked advance in the attendance followed, the enrollment reaching one hundred and four. Since then the school has grown every year. In 1891 eleven instructors were employed, giving twenty-four courses, and one hundred and forty-five students were enrolled; while at the last session there were thirteen instructors, thirty-two courses, and one hundred and ninety students. An examination of the enrollments shows that the great majority of those in attendance are actual teachers in the schools of the state, so that the institution seems to be attaining the end for which it was established. With a view to meeting the wants of different classes of students some variation in branches of study offered at the school has been made from year to year. Further, to give variety and strength to the school some assistance has been sought from institutions in other states. In 1889, Professor Davis of Harvard University, was brought here to give a course in physical geography. Professor Kimball from Johns Hopkins gave courses in physics in 1889 and 1890. Professor Coulter from De Pauw University gave a course in botany in 1889, and Professor Saunders from Cornell gave a course in physics. Most of the instruction in the school, however, has been given by members of the faculty of the University of Wisconsin.

The statistics relating to the summer school for the years 1891 and 1892 are given in the following tables:

WISCONSIN SUMMER SCHOOL FOR TEACHERS.

1891.

Location.	Enrollment.		Number of Instructors.	Length of Term.	Receipts.				Disbursements.				Balance on hand.
	Residents of Wisconsin.	Non-residents			Balance on hand from 1890.	From tuition.	From State appropriations	Total.	Salaries and Expenses of Instructors.	Printing and Advertising.	Miscellaneous.	Total.	
Madison.....	111	34	14	4 wks.	$181 22	$895 00	$1,000 00	$2,076 22	$1,720 40	$129 01	$ 75	$1,850 16	$226 06

1892.

Madison.....	149	41	15	4 wks.	$226 06	$1,155 00	$1,000 00	$2,381 06	$1,790 35	$133 17	$16 60	$1,940 12	$140 94

THE COMMON SCHOOL FUND.

The state superintendent is required by law to report to the governor biennially "plans for the improvement and management of the school fund." During the first ten years after the formation of the state such reports were made with great care. Later reports of state superintendents have given little attention to this important subject.

By the courtesy of other officers of the state administration I am able to present the results of some investigations relative to the past management of the school lands and of the other sources from which the school fund is derived. I am convinced that millions of dollars have been lost to this fund, but the whole subject is so complicated and requires such long and patient investigation that I am unable to show all the lines of loss in detail. I have secured aggregates, however, which abundantly prove the strong statement made above.

In making this report I wish it distinctly understood that I am not placing the fault for this tremendous loss at the doors of individuals.

The greatest losses have occurred in the sales of school lands and in the failure to collect penal fines. The system under which public land sales are made is radically defective. No business man would follow such a system in his private affairs.

By the constitution the secretary of state, the state treasurer and the attorney general are made the commissioners of public lands. Each of these officers is personally and solely responsible for the administration of another great bureau of the state government which demands persistent and engrossing thought. These commissioners are hampered in the work of protecting and selling these lands by the want of authority to pay the expenses of competent agents to view and inspect them. By this shortsighted economy the state has lost millions to save thousands.

The building of a new railroad, the establishment of large

mills or industries, the discovery of mines of iron ore, an unexpected use for a kind of timber which had been of little worth, may cause state lands, which have been on the market for years suddenly to rise greatly in value. Private parties or corporations, with agents in the field, learn these facts and buy the lands before the public officers are informed of the change in the situation.

Little has been done in later years because it has been thought that the public lands had been nearly all sold. Six hundred thousand acres of land belonging to the various trust funds are still to be sold and the state may easily save $1,500,000 on their sale by giving the land commissioners fuller means and authority.

When the state offers lands worth $15 or $25 per acre for $1.25 or $3.00 per acre no citizen can be blamed for purchasing them. The state has not only lost by selling lands at less than their value, but it has held at $1.25 per acre, for years, lands only worth fifty cents per acre, from lack of information on the part of the officers in charge or from their lack of authority to make the necessary reduction in price. Some lands not now in the market are reputed to be worth $50 per acre. It is notorious that state lands covered with valuable timber have been sold, a fraction of the purchase price paid, the timber removed and the land then allowed to lapse to the state. The present land commissioners are making every effort within their power to secure the conviction of a large number of persons who have denuded public lands of timber in violation of the law, and they are finding a tremendous task before them—one to which their means are not adequate.

A study of the state constitution, of the debates and discussions which preceded its adoption, and of the first reports of the state superintendent show that the founders of the commonwealth laid careful plans to secure for the children of the state for centuries to come the benefits flowing from a princely school fund.

This fund was to be derived from the following sources:

Common School Fund.

1. Proceeds of lands granted by the United States for the support of schools.

2. All moneys accruing to the state by forfeiture or escheat.

3. All penalities for trespass on school lands.

4. All fines collected in the several counties for breach of the penal laws.

5. All moneys paid as an exemption from military duty.

6. Five per cent. of the net proceeds of the sales of United States public lands.

The most fruitful of these sources is the first—the sale of school lands. The earlier state superintendents estimated that over $5,000,000 would be received from these sales. Later developments showed that double that amount might easily have been secured.

Since those estimates were made the state has received 1,000,000 acres of selected lands in lieu of lands taken by the general government. About four-fifths of these selected lands belonged to the common school fund. Much of this land was valuable, but large amounts have been sold at from one-fifth to one-half their real worth.

The school fund last September, with large accretions from other sources than the sale of school land, only amounted to $3,360,000. In this connection, and as a basis of comparison, the history of the lands owned by Cornell University in this state is instructive. The grant of 960,000 acres was located in Northern Wisconsin. A large share of it was put on the market and sold at sixty cents per acre, before the majority of the board of trustees of that institution understood its value. Since they learned its worth they have received $4,500,000 from it and now hold lands worth fully $1,500,000. Large sales of stumpage have been made at $20 per acre, and the land has been sold at $10 per acre after the pine timber was removed.

The original grants to our state for school purposes amounted, according to the estimates of the earlier reports, to 1,474,720 acres. After the sale of all but 60,000 acres the state can show but about $2,000,000 in its school fund credited to this source.

Our magnificent heritage, the sacred birthright of helpless children, has been squandered and plundered by ruthless hands

The Hon. A. C. Barry, in his report as state superintendent in 1858, deplored the gross negligence in dealing with the school funds. He said at that time, "Whoever attempts to divert any portion of our sacred school fund from its consecrated purposes of education should feel that he is treading on holy ground. That noble fund is the hope of our people—of two hundred and sixty-four thousand children now living in our midst, and of millions yet unborn. They crave the boon of education, which is their chief, as well as best, inheritance and for that education they must ever rely upon the people's colleges, the common schools of our state. Those children need a fit preparation, for they must soon wield the destinies of Wisconsin. Every dollar abstracted from the school fund, under whatever plea, will yet have to be replaced with more than compound interest, or ignorance, vice and crime will be the penalty of our children, and our children's children will have to suffer as the natural consequences of our misguided folly."

I recommend that the legislature order the immediate withdrawal from the market of all school lands owned by the state, and that no farther sales be made until the value of these lands be fixed by competent and reliable appraisers.

The following table shows the receipts to the common school fund from sales of school lands, dues on certificates of sales, fines, penalties, forfeitures and taxes (the sources of this fund), the total dues outstanding on the certificates of sales, and loans, at the end of each fiscal year from 1849 to 1892, inclusive. It also shows the total cash on hand, and the capital of this fund at the end of each fiscal year.

Common School Fund.

SCHOOL FUND.

Year.	Sales.	Dues.	Fines and penalties, forfeitures and taxes.	Other sources, loans, &c., refunds and transfer.	Total receipts.	Total dues on certificates.	Total loans outstanding and cert. of indebtedness.	Total cahs on hand.	Total capital of school fund.
1850....	$70,804 00	.....	... .	$22,880 65	$93,864 61	$444,409 76	....	$5,293 45	$538,094 41
1851....	.....	... .	.....	....	21,923 91	640,500 53	$122,543 14	2,065 82	765,109 49
1852....	7,272 11	$7,884 66	$1,902 01	5,700 00	24,924 60	681,931 71	132,491 64	4,777 15	819,200 50
1853 ...	29,524 13	23,896 80	1,246 83	6,221 13	67,704 76	956,442 85	151,266 51	34,094 92	1,141,804 28
1854 ...	33,820 07	42,024 90	5,022 28	4,616 00	85,483 25	1,415,262 50	220,314 24	34,582 11	1,670,258 77
1855 ...	25,946 58	55,122 77	3,381 13	12,246 40	96,696 88	1,567,932 98	291,309 84	38,026 48	1,897,269 30
1856 ...	17,613 25	50,115 13	8,336 93	12,024 97	88,090 28	1,616,570 93	392,673 22	*1,021 65	2,047,903 74
1857....	25,165 19	43,023 19	7,345 68	279,879 66	355,393 72	2,380,517 64	667,993 20	42,055 69	3,090,596 53
1858 ...	23,130 27	32,679 69	7,452 43	13,472 00	76,734 39	2,346,585 97	760,898 91	9,919 98	3,117,404 86
1859 ...	5,377 46	36,189 31	58,017 22	18,749 41	118,333 40	2,261,211 95	740,085 35	32,647 95	3,033,945 25
1860....	4,252 25	47,659 84	53,224 16	20,735 40	125,871 65	1,590,798 23	736,864 09	48,584 17	2,376,246 49
1861....	7,322 89	69,575 85	53,080 54	30,266 33	160,245 61	1,561,375 54	832,390 13	37,681 02	2,431,446 69
1862...	5,292 67	49,559 69	34,519 23	31,630 39	132,001 98	1,242,816 10	897,425 15	10,527 78	2,150,798 03
1863....	22,931 50	142,771 83	32,922 49	93,797 69	292,423 51	1,161,005 25	1,073,427 69	7,280 02	2 241,722 96
1864...	31,635 91	151,950 97	28,546 52	116,591 01	328,724 41	1,064,082 53	1,191,135 90	3,498 94	2 258,717 17
1865 ...	31,029 31	188,495 62	27,792 50	280,982 87	528,300 30	675,037 11	1,289,822 75	10,465 05	975,324 91
1966 ...	36,625 21	160,429 22	26,349 87	106,008 14	329,412 44	554,350 74	1,587,541 43	*80,703 25	2,061,188 92
1867 ...	33,957 32	48,631 14	4,988 78	26,395 05	113,972 29	535,015 56	1,561,292 04	31,869 25	2 128,176 85
1868 ..	33,683 31	54,293 07	3,089 86	19,303 41	110,369 65	520,557 52	1 684 929 31	1,418 32	2,206,807 15
1869 ...	21,834 62	28,452 63	1,913 73	7,967 79	60,168 77	516,252 85	1 700 161 52	15,094 47	2 231,508 84
1870....	22,675 77	23,830 12	1,990 99	5,351 65	53,848 53	526,542 49	1 764 085 02	18,797 42	2 309,434 93
1871....	32,805 05	29,876 75	2,369 70	45,153 81	110,205 31	525,957 32	1,863 530 93	17,840 87	2,407,329 15
1872....	34,229 79	35,144 46	1,766 27	38,291 24	109,431 76	515,606 52	1 967 164 76	5,265 65	2,488,036 93
1873....	21,458 14	38,799 01	1,100 92	42,550 85	103,818 93	503,031 20	2,004 149 92	56,341 21	2,566,522 33
1874....	10,390 47	36,522 07	1,676 61	33,303 96	81,893 11	477,221 21	2,088 601 55	38,320 32	2,604,143 08
1875 ...	6,531 52	27,728 09	1,860 15	67,070 31	103,190 07	458,524 91	2 165 714 64	32,738 00	2,656,977 55

Common School Fund.

SCHOOL FUND—Continued.

Year.	Sales.	Dues.	Fines and penalties, forfeitures and taxes.	Other sources, loans, &c., refunds and transfer.	Total receipts.	Total dues on certificates.	Total loans outstanding and cert. of indebtedness.	Total cost on hand.	Total capital of school fund.
1876....	4,108 81	32,606 41	1,333 42	31,292 65	69,341 29	428,936 07	2,196,861 99	38,580 13	2,664,378 29
1877....	3,807 07	27,179 89	395 68	49,436 59	80,819 23	403,323 98	2,193,037 09	74,195 32	2,670,556 39
1878 ...	5,190 44	26,088 52	401 86	96,751 03	128,431 81	378,265 90	2,243,613 67	58,823 70	2,680,703 27
1879 ...	6,423 61	29,491 76	1,258 85	52,410 88	89,585 10	366,141 43	2,313,415 67	34,435 45	2,713,992 55
1880....	10,671 60	39,405 93	1,243 14	141,673 06	192,993 83	336,547 07	2,379,714 85	31,581 70	2,747,843 62
1881 ...	16,737 32	41,697 16	11,051 71	94,906 21	164,382 40	311,393 33	2,326,251 61	152,568 87	2,790,213 81
1882....	30,230 87	58,702 78	20,647 44	216,614 51	326,195 60	271,517 84	†2,533,769 39	7,767 35	2,849,033 08
1883....	18,484 93	41,792 59	14,843 74	273,707 89	348,828 15	250,722 88	2,655,022 36	*1,511 94	2,904,233 30
1884....	9,837 51	31,865 51	16,916 37	261,256 94	319,876 33	225,767 24	2,692,974 36	18,492 67	2,937,234 27
1885 ...	8,488 33	18,285 70	15,126 22	119,859 79	161,760 04	206,617 63	2,637,250 96	114,789 43	2,958,658 02
1886 ...	14,350 29	20,772 32	17,431 95	124,662 42	177,216 98	191,881 66	2,791,366 19	37,291 06	3,020,538 91
1887....	13,255 75	15,538 38	19,455 83	131,792 73	180,042 74	184,314 24	2,714,801 46	161,597 74	3,060,713 44
1888....	7,330 94	14,970 28	17,123 73	169,071 21	208,496 16	170,212 12	2,801,191 17	151,241 85	3,122,645 14
1889 ...	6,769 37	12,622 48	13,076 17	169,654 89	202,122 91	158,593 34	2,796,425 34	190,151 70	3,145,170 38
1890....	3,860 66	13,295 11	15,662 43	239,728 37	272,547 57	146,636 23	2,626,891 79	394,777 14	3,168,305 16
1891....	2,856 38	14,219 43	22,903 40	324,354 47	364,333 68	135,270 40	3,108,362 15	89,839 85	3,333,472 40
1892....	2,748 26	12,339 73	17,487 45	191,731 64	224,307 08	123,835 67	3,234,666 83	1,811 08	3,360,313 58

*Overdrawn. †Premium on U. S. bonds.

THE PENAL FINES.

The third source of revenue to the school fund, mentioned in the above list, is fines. In this case lax laws and lax administration have lost hundreds of thousands of dollars, but even here we must be content to show aggregates as only long continued investigations would show a fraction of the losses in detail.

The constitution of the state provides that the "clear proceeds of all fines collected in the several counties for the breach of the penal laws" shall be added to the school funds. Our statutes provide that magistrates shall report and remit such fines to the county treasurers within thirty days after they collect them. The county treasurers are directed to remit the amount of all such fines received by them annually to the state treasurer.

For the past forty-five years the school fund has received annual gains from this source, but the total is only a small fraction of the amount that should have been secured.

The following table, which shows the amount of fines received from the several counties for the past six years, is abundant proof of carelessness or dishonesty.

Penal Fines.

Fines received from the several counties in the fiscal years ending September 30, 1887, 1888, 1889, 1890, 1891 *and* 1892.

COUNTIES.	1887.	1888.	1889.	1890.	1891.	1892.	Total.
Adams	$14 70	.....	$12 00	$3 00	$28 91	$40 51	$99 12
Ashland	.....	.....	1,034 20	118 58	453 74	106 33	1,712 85
Barron	203 84	$183 26	71 54	147 98	147 9-	57 17	811 77
Bayfield	.....	305 76	.....	279 30	232 26	505 68	1,323 00
Brown	115 64	303 31	208 25	308 21	520 38	634 06	2,089 85
Buffalo	137 20	159 34	45 48	75 22	608 53	146 75	1,172 52
Burnett	49 00	134 75	.....	.....	9 80	.....	193 55
Calumet	81 24	112 12	288 61	69 87	136 80	10 78	699 42
Chippewa	114 79	256 76	279 30	207 52	950 11	353 78	2,162 26
Clark	386 12	109 08	114 66	206 78	313 60	270 48	1,400 72
Columbia	579 88	237 16	131 32	188 16	392 00	304 78	1,828 30
Crawford	269 50	58 80	261 17	159 74	122 50	67 62	939 33
Dane	987 06	1,405 19	803 43	1,600 05	1,521 32	793 52	6,510 57
Dodge	118 58	93 10	193 06	97 51	84 77	104 86	691 88
Door	96 03	24 50	141 12	291 06	160 72	77 42	790 85
Douglas	.....	.....	.....	355 70	2,127 58	870 24	3,353 52
Dunn	230 30	130 34	368 48	216 00	269 50	134 75	1,349 37
Eau Claire	.....	78 40	187 18	73 50	258 72	451 78	1,049 58
Florence	27 44	94 08	80 36	196 00	201 88	193 06	792 82
Fond du Lac	197 96	325 36	162 68	503 97	376 32	221 48	1,787 77
Forest	29 40	17 64	14 70	1 96	195 51	29 40	288 61
Grant	329 28	293 03	138 67	356 43	143 72	368 87	1,629 49
Green	400 31	380 24	488 37	524 29	250 63	249 90	2,293 81
Green Lake	345 06	64 68	112 70	70 56	96 04	109 76	798 80
Iowa	110 74	194 53	415 03	3·9 34	389 06	586 04	2,014 74
Jackson	126 42	105 84	61 50	139 16	59 78	219 52	712 22
Jefferson	631 12	1,116 22	213 64	662 48	222 46	439 04	3,284 96

Penal Fines.

Juneau	144 06	315 58	116 15	94 08	212 07	268 39	1,150 31
Kenosha	376 38	927 08	208 74	365 54	304 29	476 28	2,658 31
Kewaunee	1 00	5 88	5 00	29 40	.....	.....	41 28
La Crosse	279 30	526 26	653 66	478 24	514 34	707 56	3,159 36
La Fayette	.....	343 49	232 50	87 71	172 48	106 82	943 00
Langlade	75 00	56 84	.....	88 20	42 14	96 04	358 22
Lincoln	212 71	11 76	64 68	52 92	255 78	164 64	762 49
Manitowoc	66 64	620 34	222 70	80 36	373 26	605 64	1,968 94
Marathon	181 30	642 26	243 04	249 49	111 70	127 47	1,555 19
Marinette	292 81	723 24	554 68	544 39	208 46	309 09	2,632 65
Marquette	12 74	95 06	2 90	.....	.....	.....	110 70
Milwaukee	273 91	110 74	296 16	471 38	284 20	523 32	1,947 71
Monroe	80 36	79 38	101 92	86 98	339 08	168 04	855 76
Oconto	18 62	27 93	18 62	137 20	38 22	108 78	349 37
Oneida	.....	163 66	39 20	19 60	119 56	285 67	627 69
Outagamie	115 69	54 90	113 68	81 37	56 84	87 22	509 70
Ozaukee	20 58	54 88	153 86	109 76	166 60	89 18	594 86
Pepin	63 70	24 50	9 80	127 40	61 74	37 24	324 38
Pierce	167 58	493 92	141 12	497 84	502 18	243 04	2,045 68
Polk	60 76	288 12	103 86	88 20	21 56	36 24	598 74
Portage	214 62	245 49	59 28	227 36	206 34	87 22	1,040 81
Price	.....	21 56	182 14	287 91	294 73	185 22	971 56
Racine	378 78	635 24	309 68	224 42	478 30	540 96	2,557 38
Richland	284 14	93 10	277 59	556 15	345 91	91 14	1,648 06
Rock	1,572 90	1,210 30	601 72	1,376 41	611 52	485 10	5,866 95
St. Croix	343 98	244 02	268 77	284 20	384 16	434 14	1,969 27
Sauk	211 20	547 82	492 94	157 78	263 60	210 21	1,884 55
Sawyer	43 13	11 76	6 00	150 43	236 18	53 90	501 40
Shawano	4 00	86 15	19 60	138 18	151 90	159 07	558 90
Sheboygan	253 66	479 71	456 68	341 13	.....	875 63	2,406 81
Taylor	46 06	35 28	12 00	107 80	60 76	79 87	341 77
Trempealeau	46 06	26 17	51 25	117 75	3,249 19	223 24	3,713 66
Vernon	161 22	347 90	143 00	81 24	252 35	239 12	1,224 83
Walworth	606 13	357 70	282 36	577 22	572 81	356 72	2,752 94
Washburn	59 29	68 60	5 00	29 40	46 06	77 56	285 91
Washington	47 04	105 84	25 48	26 46	47 04	33 32	285 18

Penal Fines.

Fines received from the several counties in the fiscal years ending September 30, 1887, 1888, 1889, 1890, 1891 and 1892.

COUNTIES.	1887.	1888.	1289.	1890.	1891.	1892.	Total.
Waukesha	$159 74	$187 18	$142 10	$156 30	$289 30	$253 01	$1,188 13
Waupaca	46 06	152 88	132 30	132 30	163 60	121 52	751 66
Waushara	66 64	53 90	19 68	86 24	123 48	19 60	369 46
Winnebago	296 94	350 38	268 52	331 24	648 50	686 49	2,582 07
Wood	186 96	111 65	130 34	86 24	126 42	226 38	867 99
Total	$13,053 37	$17,111 91	$12,986 57	$15,739 09	$22,616 30	$17,227 07	$98,734 31

Penal Fines.

As early as 1853, Hon. Azel P. Ladd, state superintendent, said, in relation to these fines:

"Judging from the amount which, from this source, finds its way into the treasury, it might be deemed that the state was in the enjoyment of a rare exemption from crime. The inconsistency of this presumption with facts, leads to the other belief, that but a small portion of the fines collected are paid to the state. The amount cannot be small which is thus lost to the school fund from the suspicious negligence, or open dishonesty, of public officers."

An examination of the public records from 1870 to 1880 shows that the annual additions to the school fund from this source amounted to from $300 to $1,100 per annum. In 1881 Attorney General Wilson found that many county treasurers were placing the amounts of the fines paid to them in the general funds of their counties and not transmitting them to the state treasurer. He commenced suit against one county treasurer and ultimately secured a favorable decision from the state supreme court which compelled the county treasurers to forward the amount of such fines in their hands to the state treasurer. In 1882 the school fund received $20,557.75 from this source. There has been a decrease since that time, as the subjoined table shows. This table also shows that the amounts returned by the several counties frequently bear no fair proportion to their population or wealth. The localities where the fundamental law of the land is violated are thus securing benefits at the expense of their more scrupulous neighbors. The laxity of the law robs children of their birthrights and puts a premium on dishonesty.

The trouble is not now with the county treasurers—they pay to the state treasurer the amounts they receive—it lies with the many justices of the peace who have come to consider the fines as official perquisites.

The following brief tables of contrasts makes the discrepancies mentioned more conspicuous. In the case of twelve counties I have given the population of each and the total

amount of fines paid in the years 1887 to 1892, inclusive. I have also added the totals for six counties which have paid large amounts in proportion to their population and the totals for six counties which have paid comparatively small amounts.

Dane	59,978	$6,510	Milwaukee	236,101	$1,947
Rock	43,220	5,866	Dodge	44,984	691
Douglas	13,468	3,354	Kewaunee	16,153	41
Trempealeau	18,920	3,718	Washington	22,751	285
Jefferson	33,530	3,284	Outagamie	38,690	509
Pierce	20,385	2,045	Marquette	9,676	110
6 Counties	189,501	$24,771	6 Counties	368,355	$3,583

I recommend that the legislature give authority to some competent officer, who is interested in the enlargement of the school fund, to examine the dockets of justices of the peace and to commence action against those who do not make complete records of all convictions and fines in their dockets, or who do not report and remit the fines collected to the proper county officers.

CERTIFICATES OF INDEBTEDNESS.

The following summary exhibits the several items that constitute the state school fund:

Nominal amount of common school fund	$3,358,502.50
Amounts represented by certificates of indebtedness	1,563,700.00
Actual amount of funds available for investment	$1,794,802.50
Nominal amount of university fund	$228,629.57
Amount represented by certificates of indebtedness	111,000.00
Actual amount available for investment	$117,629.57
Nominal amount of agricultural college fund	$290,054.00
Actual amount available for investment	230,354.00
Amounts represented by certificates of indebtedness	$60,600.00
Nominal amount of normal school fund	$1,774,375.42
Amounts represented by certificates of indebtedness	$515,700.00
Actual amount available for investment	$1,258,675.42
Nominal amount of the entire school fund	$5,652,461.49
Total amount represented by certificates of indebtedness	2,251,000.00
Actual amount of productive funds	$3,401,461.49

Certificates of Indebtedness.

The language of the constitution clearly expresses an intention to make the school fund a perpetual, productive fund, the purpose of whose income should be to lessen the burden of taxation for school purposes. It was to stand side by side with the industries of the state in producing a revenue sufficient to meet the demands of the state for popular education.

It will be observed that the fund is derived from sources which entail no burdens upon the people of the state. The purposes of the fund can be realized only when it is in actual existence as a productive fund independent of the taxable property of the state. The state government was made its trustee and the people of the state its beneficiaries. A brief statement of the present condition of the school fund is necessary to make evident the manner in which this sacred trust has been administered.

The nominal amount of the school funds is $5,652,461,59. The report of the secretary of state shows that $2,251,900.00 of this amount is in the form of certificates of indebtedness to the state of Wisconsin, and the remaining portion is invested in bonds in accordance with law. The certificates of indebtedness are evidences of the disappearance of nearly one-half of the the school funds. The rate of interest on these certificates is seven per cent. The state is thereby made debtor to the funds to which it bears the relation of trustee. The disadvantage that follows is evident. Instead of a productive fund whose income diminishes the weight of taxation, there is a state debt by reason of which the annual tax levy is greatly increased. A debt is not the equivalent of a productive fund. Were the entire fund available for loans in accordance with the requirements of the constitution the income would be a charge upon private enterprises, and its use for public purposes would, to that extent, lessen public burdens.

The common school fund may be taken as an illustration. For the year ending September 30, 1892, the entire common school fund income was $205,047.85. Of this amount $109,459.00 was derived from the interest upon the certificates of indebted-

ness, and was raised by a tax upon the industry of the people of the state. Only a small part of this would have been necessary had the entire fund been invested in the bonds of public corporations, as the fund in such case would have well-nigh earned an equivalent amount to take the place of the tax as a revenue to be used in the support of the common schools. No difficulty is experienced by the present commissioners in making safe investments of all the available school fund. The demand is greatly in excess of the amount at their disposal.

The law which directed the investment of the school fund in the purchase of state bonds provided for the cancellation of the bonds and the substitution therefor of the certificates of indebtedness. The certificates are non-negotiable and non-transferable. No provision whatever is made for their payment. The discretionary authority of the commissioners, who are clothed with constitutional powers over its investment, is thereby destroyed by the force of statutory enactment. The effect is the creation of a perpetual state debt, requiring the levy and collection of an annual state tax to the amount of $157,570.00 to pay the interest thereon. The interest paid by the people thus far amounts to more than $4,200,000.00, and the process seems only just begun. It is thus apparent that additional burdens of taxation are the only fruits of the school fund, the very result it was intended to avoid.

The history of the management of the school fund is exceedingly difficult of definite statement. The records to be examined are so voluminous and of such a complicated character that expert service for a long period of time would be required.

Through the courtesy of the secretary of state access to the records was secured and an examination of them was made, under the direction of the book-keeper of the state department. The late D. H. Tullis, former book-keeper in the state department for more than a quarter of a century, was consulted. He stated that it would be impossible to determine the facts because a large part of one side of the account had never been entered, and the original vouchers were not on file in the office.

Certificates of Indebtedness.

The number of vouchers in the "Volunteer Aid" account exceeds two hundred thousand. Those in the "War Fund" account exceed them in bulk but they are not numbered. As many of them represent large expenditures of money their number is probably less. None of the latter, however, are original documents; they all purport to be duplicates of the originals which were forwarded to Washington as evidence of the validity of the state's claim to reimbursement. Not having a clerical force adequate to the proper investigation of these accounts, a statement in detail of the disposition of the trust funds loaned to the state is not practicable. What follows will be confined to some of the things discovered upon examining the books and prior statements made by state officials.

The statement of receipts and expenditures for "war purposes," given on page 276 of secretary Timme's last biennial report, when compared with a like statement made under his direction and in pursuance of a joint resolution of the legislature of 1882, published in a compilation of the laws relating to the swamp land fund, reveals discrepancies that do not admit of ready explanation. The task of explanation grows more embarassing upon comparing these with the ledgers in the state department and with following statement of the account between this state and the United States, furnished me, through the courtesy of Senator Vilas, by the treasurer of the United States.

TREASURY DEPARTMENT,
Office of the Secretary,

Washington, D. C., August 2, 1892.

Hon. WILLIAM F. VILAS, United States Senate,

Sir: Referring to the request for information contained in the enclosed letter addressed to you by the Superintendent of Public Instruction of the State of Wisconsin, relative to the amount of money allowed and actually refunded to said state by the United States, on account of "War Claims," and credits given said state in its settlements with the United States on account of a direct tax apportionment, I have the honor to advise you that the records of this department show the following payments on account of "War Claims:"

Certificates of Indebtedness.

Cash advanced prior to any settlement		Sept. 2, 1861	$205,000 00
		July 18, 1862	110,000 00
		Sept. 30, 1862	147,163 83
Paid by settlement No.	6050	of Feb. 1865	300,238 26
" " " "	3011	Feb. 1870	*219,742 06
" " " "	1359	Dec. 1872.....	*42,567 49
" " " "	7908	Oct. 1875	*10,347 53
" " " "	7967	May 1887	24,103 86
	Total.....		$1,059,162 02

*Withheld and applied as credits to quota of Direct Tax.

In regard to the payment to the State of Wisconsin on account of the Direct Tax the records of this Department show the following:

Amount of Direct Tax paid by said State	$454,944 84
Amount of Direct Tax paid to the Governor under act of March 31, 1888	8,409 43
Balance due	$446,535 41
Amount suspended on account of over issue of arms to the State, etc.....	5,201 74
Difference paid to the State	$441,333 67

I trust that the foregoing information will be found to be satisfactory.

Respectfully Yours,
CHARLES FOSTER, Sec.

The last payment of $24,102.86 for "War Claims" made to the state does not appear on the ledgers in the state department as a credit to the United States government. Neither does secretary Timme account for it in his published statement.

In the statement relating to the settlement between the state and national governments of the Direct Tax levied in 1861, there is much that reflects upon the methods of book-keeping employed. The ledger account with the United States government, for the year 1863, credits the United States with the amount of the Direct Tax as an allowance of claims of the state for the expenditures for war purposes, whereby the fifteen per cent. reduction for prompt payment was secured. The statement of the treasurer of the United States shows that but $272,657.08 was withheld and applied as credits to quota for Direct Tax, and these settlements were made between 1870 and 1875. The statement made by secretary Timme in his compilation of the laws in 1882 gives the United States credit, on the rebate of fifteen per cent., for $39,346.43. In his last report this credit is made $73,153.26.

In the former statement, the United States government is credited with an advance of $110,000,00 in 1862; in the latter this is made $222,115.83, while the sum of the corresponding items of credits as shown by the secretary's books is $225,646.89. The books in the state department show that as early as 1867 there was a balance due the United States government of $139,898.00, which amount was increased in 1878 to $206,133.04. This sum still stands to the credit of the United States and no explanation can be found with reference to it. What disposition was made of this overpayment is a question that can be settled, if at all, only upon a thorough investigation of the records at hand.

Previous to the publication of this report, secretary Timme prepared a synopsis of it for the Milwaukee Sentinel for September 29, 1890, in which he said, "The important central facts are these: That the state paid for war purposes $4,925,266·75, of which $1,147,175 was directly or indirectly paid back by the government." On page 280 of this report, summarized for the Sentinel, he says, "The other avenues of expenditure bring the total disbursements up to $5,385,038.41, " but he makes no mention of the $1,147,175 refunded by the general government. Thus the secretary of the state disagrees with himself within two months by more than a half a million of dollars on one side of the account, and by more than a million dollars upon the other side of the the same account. It is true that by selecting items from the tables given on pages 276 and 280 the last named sum can be found credited to the United States government, but but the account will then be embarrassed by the omission of the net sum of $247,031.59 also credited to the general government, and therefore "directly or indirectly paid back." The tables just quoted show that $1,394,206.59 "was directly or indirectly paid back by the government," instead of $1,147,175 reported in the Sentinel but forgotten in his history of the state debt accompanying the tables. The statement of the U. S. treasurer given above differs from both of these.

Secretary Doyle, in 1874, included in his annual report a

brief history of the state debt. Again in 1875 he published a fuller account of the debt, but in neither of his histories does he mention the receipt of a dollar from the general government. The ordinary reader would never gather from these several elaborate histories of the state debt and the expenditures by the state for war purposes that the general government bore any part of the state's expenditures in its behalf, but would assume that the state generously donated four or five million dollars to aid in suppressing the insurrection in far distant states. A good book-keeper might discover in the secretary's tables the amount refunded as claimed by him, but he would get no hint as to the meaning of these items. The reason for such omission of the amounts paid by the general government to the state is not apparent.

It should be observed in this connection that the statements of the secretary of state, to which reference has been made, were published in an effort to satisfy a demand of the people for information as to the use made of the trust funds. The failure of this official to make two statements consistent with themselves and with the books under his control is sufficient to awaken suspicion and to justify a demand for a thorough investigation under the direction of an expert accountant. It would be interesting for patrons of schools to know the details of the management of the school fund whereby it was converted into a perpetual obligation, defeating the purposes of its creation.

A word upon the character of the legislation that authorized the commissioners to loan the trust funds to the state is essential to the completeness of this statement. Section 10. Article I, of the Federal Constitution, prohibits the state from engaging in war "unless actually invaded, or in such imminent danger as will not admit of delay." It will be conceded that the state of Wisconsin at no time during the Civil War engaged in war in its corporate capacity, or was actually invaded, or even experienced a remote danger of invasion. Section 7, Article

VIII, of the state constitution, authorizes "The legislature to borrow money to repel invasion, suppress insurrection, or defend the state in time of war; but the money thus raised shall be applied exclusively to the object for which the loan was authorized, or to the repayment of the debt thereby created." Chapter 224, laws of 1862, authorized the governor to secure an offset of claims against moneys due the United States for the purposes of "providing a military force to aid in protecting and defending the constitution and the union." This phrase accurately defines the only purpose for which the state could, at that time, incur a war debt. The history of the state during the period of the Civil War does not furnish a single event that would justify the legislature in borrowing and expending money under this section of the state constitution; nor was there such an event during the year that followed the surrender of the confederate forces. Notwithstanding all this, the legislature of Wisconsin enacted and published Chapter 478, laws of 1865, on June 3, 1865, section 1 of which reads as follows:

"The governor, secretary of state and state treasurer, or a majority of them, are hereby anthorized and directed, in the the name and behalf of the people of this state, for the purpose of organizing and bringing into and sustaining in active service the volunteer militia, to repel invasion, suppress insurrection, or defend the state in time of war, to negotiate and contract for a loan or loans for such sum or sums of money as they may deem necessary for the purposes indicated in this act, not exceeding in the aggregate the sum of eight hundred and fifty thousand dollars. They shall issue for the same certificates of indebtedness, bearing interest at a rate not exceeding seven per cent. per annum, payable at the pleasure of the state treasurer, on or before seven months from the date of the said certificate: *provided*, that no certificates of indebtedness authorized by this act, shall be sold at less than par. The proceeds of said loan shall be paid into and constitute a part of the war fund."

It is needless to add that this measure was not authorized by the constitution, nor can its enactment be based upon the exegencies of the times, or the patriotic motives of its promoters. The authority conferred by this section of the constitution, quoted above, was exercised without regard to the prescribed limitations for purposes of very doubtful merit. However, it

is the only assigned reason for converting trust funds to the amount of $919,300 into certificates of indebtedness, in addition to the $1,331,700 previously taken, thus augmenting the cost of maintaining public schools to the people of the state. A law that confers authority under our government is one whose enactment is authorized by the constitution. Neither the spirit nor the letter of this instrument justifies the loaning and expenditure of money "for war purposes" in time of peace.

The unconstitutionality of these laws becomes more evident as the constitutional provisions relating to the school funds are studied. "The proceeds," variously specified, "shall be set apart as a separate fund, to be called the school fund, the interest of which, and all other revenues derived from the school lands, shall be exclusively applied to the following objects, to wit:

1. To the support and maintenance of common schools in each school district, and the purchase of suitable libraries and apparatus therefor.

2. The residue shall be appropriated to the support and maintenance of academies and normal schools, and suitable libraries and apparatus therefor.

Still more emphatic are the constitutional provisions relating to the state university: "The proceeds of all lands that have been or may hereafter be granted by the United States to the State for the support of a university, shall be and remain a perpetual fund to be called the University fund, the interest of which shall be appropriated to the support of the State University."

It is difficult to see how laws providing for the appropriation to other purposes of funds thus set apart, and omitting all provision for their restoration can be regarded as constitutional. The state was made trustee of the school funds and held them in that capacity for school purposes, agreeable to the express terms of the "Ordinance of 1787." Under these circumstances statutary enactment fails as a justification for diverting them from the specific purposes to which they were devoted by the national government.

Apportionment of the School Fund Income.

A diligent study of the records and a careful examination of the laws and of published reports have not enabled me to write the history of the depletion of the school funds. The variation of the ledger accounts at Madison and at Washington, the divergences in the various official statements, many of which are not here enumerated, the absence of all original vouchers in one large account, and the disappearance of many others in other accounts whose files are ostensibly complete, render any attempt at making a trustworthy statement precarious. It would have afforded me great satisfaction to be able to give such a clear and complete account of these transactions as the books of a great business enterprise honestly managed ought to show. This seems evident: that a wise administration of all the provisions relating to the school fund should have resulted in a permanent endowment of from $15,000,000 to $20,000,000; that we have instead cash and money invested to the amount of $3,401,461.49 and a permanent state debt of $2,251,000; that the application of the available productive funds to the liquidation of the state debt would practically leave the state as though no provision had ever been made for the support of its schools; that the necessity for the disappearance of this money is not apparent; that the laws and the records bear witness to transactions of more than doubtful propriety, and that the security for the debt is of questionable validity.

I recommend that the secretary of state be directed to employ such expert assistance as may be necessary to prepare a complete and accurate account of all expenditures for war purposes, and that it be published at the earliest day practicable.

APPORTIONMENT OF THE SCHOOL FUND INCOME.

The school fund income for the year ending June 15, 1891, amounted to $806,810.46. This sum was apportioned to the several towns, villages and cities of the state upon the basis of the number of children between the ages of four and twenty

residing therein on the 30th of June, 1890. The total number of children reported was 592,372, which made the per capita allowance $1.362.

The legislature of 1891 effected a change in the law, requiring the separate apportionment of the one-mill state tax. This part of the state school fund income is now apportioned on the first of November, in advance of its levy and collection. In accordance with the requirements of this statute, the first apportionment of the mill tax was made on November 1, 1891, the amount of which was $623,859.42. The basis for this apportionment was the census for the year ending June 30, 1891, which showed the number of children of school age to be 609,289, making the per capita allowance $1,024. On June 15, 1892, the income, amounting to $201,028.51 was apportioned upon the same basis, the per capita allowance being thirty-three cents.

The change in the time and manner of apportionment of the mill tax results to the advantage of tax payers. By arrangement the proceeds of this tax are paid to school districts about the first of April, which is sufficiently early to be available in meeting the expenses of the schools for the current year. Formerly this large amount of money was collected from the people in January and transferred to the state treasury, where it remained until the close of the following June before it found its way back to the county treasuries. Finally it reached district treasuries during the long summer vacation when there was no immediate demand for it. The experience of the past year commends the wisdom of legislation by which the money collected from the people for school purposes is placed at their disposal at the earliest date practicable.

WEBSTER'S INTERNATIONAL DICTIONARY.

Since the date of the last report of this department and up to and including the 30th day of September, 1892, there were urnished free to school districts, under section 509, R. S.,

seven hundred and ninety-two copies of Webster's International Dictionary. The certified applications of school officers for these dictionaries are on file in this office. Under the same section of the revised statutes, five hundred and two copies were sold to school districts upon the verified applications of school officers, which are also on file in this office

SALE OF SCHOOL CODES.

Since the 5th of January, 1891, there have been sold two hundred and forty-four copies of the school code to persons not entitled to them free of charge. The proceeds of these sales have been turned into the state treasury and receipts for the same are on file in this office.

PART II.

STATISTICAL TABLES.

CENSUS STATISTICS—1890-91.

COUNTIES — Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 w'ks or more.	No. who att'd priv. sch. 12 w'ks or more.
Totals	216,816	207,043	423,859	197,887	162,213	17,934
Adams	1,422	1,309	2,731	1,331	1,109	2
Ashland	1,118	1,088	2,206	1,377	1,441	170
Barron	2,685	2,490	5,175	2,168	1,854	47
Bayfield	763	797	1,560	695	656	2
Brown	4,940	4,596	9,536	4,533	3,244	690
Buffalo	3,148	3,008	6,156	2,835	2,282	104
Burnett	882	852	1,734	821	570	1
Calumet	3,423	3,303	6,726	3,132	2,146	821
Chippewa	4,811	4,748	9,559	4,475	3,498	843
Clark	3,452	3,258	6,710	3,282	2,874	157
Columbia	3,535	3,395	6,930	3,040	2,650	65
Crawford	2,554	2,495	5,049	2,401	2,143	1
Dane 1st Dist.	4,447	4,133	8,580	3,505	3,180	156
Dane 2nd Dist.	3,670	3,502	7,172	3,257	2,683	380
Dodge	7,157	6,719	13,876	6,103	5,340	1,166
Door	2,924	2,694	5,618	2,670	2,125	44
Douglas	2,103	2,009	4,112	2,018	1,620	191
Dunn	3,343	3,267	6,610	3,141	2,379	15
Eau Claire	2,505	2,339	4,844	2,219	2,006	87
Florence	349	336	685	396	324	1
Fond du Lac	5,268	5,088	10,356	4,621	3,600	1,002

Census Statistics.

Forest	102	87	189	134	79	.....
Grant	6,795	6,449	13,244	5,982	5,688	444
Green	3,874	3,522	7,396	3,613	3,379	2
Green Lake	2,136	1,969	4,105	1,982	1,563	91
Iowa	3,624	3,520	7,144	3,278	2,642	113
Jackson	3,047	2,858	5,915	2,791	2,210	63
Jefferson	4,907	4,764	9,671	4,458	3,832	604
Juneau	3,096	3,074	6,170	3,014	2,530	69
Kenosha	1,513	1,510	3,023	1,421	1,131	167
Kewaunee	3,492	3,451	6,943	3,519	2,761	414
La Crosse	2,599	2,418	5,017	2,387	2,119	184
La Fayette	3,611	3,466	7,077	3,326	2,902	22
Langlade	963	839	1,802	886	740	28
Lincoln	861	927	1,788	826	781	71
Manitowoc	7,734	7,336	15,070	6,291	4,819	1,611
Marathon	4,485	4,145	8,630	4,395	3,387	255
Marinette	1,684	1,598	3,282	1,532	1,211	129
Marquette	1,877	1,852	3,729	1,800	1,535	55
Milwaukee	4,390	4,315	8,705	3,994	2,831	983
Monroe	4,378	4,327	8,705	4,302	3,723	254
Oconto	2,258	1,929	4,187	2,072	1,524	22
Oneida	701	657	1,358	695	625	.....
Outagamie	4,260	3,984	8,244	3,880	3,204	462
Ozaukee	3,021	2,912	5,933	2,787	2,065	598
Pepin	1,296	1,210	2,506	1,195	932	39
Pierce	3,821	3,662	7,483	3,269	2,645	66
Polk	2,729	2,446	5,175	2,531	1,909	52
Portage	3,447	3,130	6,577	2,833	2,234	143
Price	798	721	1,519	849	746	.....
Racine	2,563	2,352	4,915	2,152	1,590	413
Richland	3,502	3,437	6,939	3,338	2,848	18
Rock { 1st Dist.	2,336	2,199	4,535	2,056	1,753	45
Rock { 2nd Dist.	1,839	1,780	3,609	1,614	1,486	17
St. Croix	3,890	3,696	7,586	3,551	3,116	61
Sauk	4,705	4,452	9,157	4,228	3,577	226
Sawyer	218	219	437	220	196	3

CENSUS STATISTICS—1890-91.—Continued.

Counties — Exclusive of cities under city superintendent.	Children Between 4 and 20.			Children Between 7 and 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 w'ks or more.	No. who att'd priv. sch. 12 w'ks or more.
Shawano	3,839	3,679	7,518	3,795	2,645	583
Sheboygan	4,818	4,596	9,414	4,449	3,713	622
Taylor	1,351	1,223	2,574	1,226	1,044	119
Trempealeau	3,795	3,586	7,381	3,397	2,562	190
Vernon	4,891	4,756	9,647	4,344	3,718	27
Walworth	3,527	3,360	6,887	2,956	2,693	71
Washburn	444	338	802	431	365	4
Washington	4,454	4,350	8,807	3,631	2,730	1,052
Waukesha	5,397	5,156	10,553	5,256	4,550	414
Waupaca	4,430	4,167	8,597	4,342	3,476	264
Waushara	2,611	2,416	5,027	2,874	2,191	47
Winnebago	2,956	2,786	5,742	2,720	2,358	207
Wood	3,252	2,981	6,233	3,245	2,031	665

ENROLLMENT AND ATTENDANCE.—1890–91.

COUNTIES — Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendance of all pupils, in days.	Days taught, aggregate.
	No. between 4 and 20.	Under 4.	Over 20.	*Total No. who have attended pub. school.*			
				Male.	Female.		
Totals	274,807	401	945	140,856	133,860	23,506,436	1,140,345
Adams	2,012	1	8	1,124	978	149,768	13,305
Ashland	1,353	11	8	635	713	122,684	5,185
Barron	3,521	.....	3	1,859	1,696	269,610	16,636
Bayfield	690	.....	3	347	348	73,525	2,731
Brown	4,814	.....	1	2,485	2,245	687,897	8,947
Buffalo	4,345	16	.....	2,145	2,118	351,561	14,879
Burnett	1,179	.....	5	597	605	69,472	3,815
Calumet	3,391	3	1	1,779	1,608	323,664	1,798
Chippewa	5,453	8	10	2,806	2,659	465,452	21,357
Clark	4,565	2	8	2,251	2,324	384,393	19,514
Columbia	5,339	9	24	2,795	2,519	442,791	28,372
Crawford	2,760	7	33	1,946	1,799	363,196	17,785
Dane. 1st. Dist	5,447	.....	12	3,094	2,806	462,409	31,895
Dane. 2d. Dist	4,881	3	24	2,587	2,318	421,928	24,003
Dodge	8,474	5	15	4,362	4,130	751,976	38,322
Door	3,380	3	7	1,924	1,717	257,162	10,504
Douglas	2,634	2	7	1,316	1,332	242,815	2,349
Dunn	5,090	7	18	2,485	2,407	342,080	17,429
Eau Claire	3,220	.....	8	1,709	1,606	279,701	13,054

ENROLLMENT AND ATTENDANCE.—1890-91.—Continued.

COUNTIES—Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendance of all pupils in days.	Days taught, aggregate.
	No. between 4 and 20.	Under 4.	Over 20.	*Total No. who have attended pub. school.*			
				Male.	Female.		
Florence	575	.....	.....	305	270	65,201	2,355
Fond du Lac	6,291	.....	20	3,281	2,930	536,788	34,071
Forest	149	.....	.....	53	47	11,878	1,886
Grant	9,911	3	38	5,002	4,784	931,436	41,434
Green	5,658	15	43	2,786	2,606	482,904	27,383
Green Lake	2,641	1	6	1,261	1,116	185,175	14,031
Iowa	5,406	63	146	2,827	2,715	428,250	22,161
Jackson	4,360	4	23	2,253	2,134	360,345	14,307
Jefferson	4,959	6	10	3,101	2,874	555,324	27,635
Juneau	4,651	1	20	2,337	2,335	431,527	13,166
Kenosha	1,874	14	23	978	933	143,653	11,415
Kewaunee	4,169	10	15	2,185	1,990	394,134	13,026
La Crosse	3,320	5	7	1,673	1,659	287,583	12,275
La Fayette	5,309	3	12	2,689	2,635	476,169	25,797
Langlade	1,144	.....	.....	605	554	101,751	8,349
Lincoln	901	.....	.....	434	484	50,826	6,185
Manitowoc	7,580	2	2	4,008	3,576	815,720	23,125
Marathon	4,941	8	6	2,571	2,488	508,196	22,828
Marinette	2,099	4	.....	1,011	1,088	149,808	55,102
Marquette	2,318	5	14	1,236	1,203	191,734	11,053
Milwaukee	4,590	4	2	2,327	2,225	470,349	13,867
Monroe	6,239	.....	38	3,085	2,906	512,138	24,689

Enrollment and Attendance.

Oconto	2,545	1	13	1,343	1,245	230,238	9,311
Oneida	1,003	.....	.....	.....	.....	92,232	1,840
Outagamie	5,078	41	3	2,644	2,449	407,648	26,931
Ozaukee	2,953	.....	1	1,551	1,303	286,368	11,219
Pepin	1,830	6	2	937	884	141,382	7,220
Pierce	4,942	4	20	2,452	2,555	408,441	20,029
Polk	3,735	2	7	1,965	1,715	251,436	14,781
Portage	3,411	1	12	1,557	1,487	239,984	13,152
Price	1,097	.....	.....	625	577	110,274	1,406
Racine	3,435	.....	4	1,290	1,686	273,394	16,560
Richland	5,758	6	43	2,934	2,873	435,215	22,557
Rock 1st. Dist	3,359	4	10	1,686	1,687	295,016	20,685
Rock 2d. Dist	2,659	.....	7	1,339	1,327	236,392	19,867
St. Croix	5,553	5	11	2,792	2,783	207,392	3,549
Sauk	6,495	4	20	3,292	3,128	494,292	30,298
Sawyer	438	1	8	219	217	35,508	2,332
Shawano	4,110	21	8	2,178	2,080	284,297	14,800
Sheboygan	5,736	3	23	2,974	2,825	508,121	24,277
Taylor	1,501	7	1	696	696	147,088	8,475
Trempealeau	4,478	22	10	2,392	2,124	324,990	16,926
Vernon	7,445	8	47	3,715	3,766	582,175	21,826
Walworth	5,621	12	17	2,888	2,762	592,200	28,464
Washburn	722	.....	2	391	302	75,939	3,165
Washington	4,611	15	3	2,356	2,187	362,379	21,717
Waukesha	7,282	3	3	3,791	3,575	653,199	24,417
Waupaca	5,378	4	18	2,741	2,659	435,393	24,032
Waushara	3,634	4	14	1,893	1,806	255,162	22,550
Winnebago	3,966	1	16	2,054	1,921	276,449	23,211
Wood	3,499	1	2	1,767	1,733	308,047	10,836

TEACHERS AND SUPERINTENDENTS—1890-91.

Counties — Exclusive of cities under city superintendents.	Teachers Employed.			Teachers Average Wages.		Superintendent's Visits.	
	Male.	Female.	Total.	For Males.	For Females.	Schools visited.	No. visits made.
Totals	2,138	8,540	10,678	$44 96	$29 65	3,827	8,527
Adams	13	122	135	$30 00	$20 00	66	120
Ashland	8	43	51	68 80	41 75	28	30
Barron	42	148	190	39 00	28 50	105	200
Bayfield	5	21	26	90 00	44 20	22	45
Brown	22	73	95	45 28	28 06	94	115
Buffalo	51	85	136	40 12	28 59	97	136
Burnett	9	34	43	35 47	32 66	26	41
Calumet	24	69	96	39 42	30 02	67	237
Chippewa	40	238	278	35 57	30 75	99	106
Clark	28	181	215	45 00	30 00	124	189
Columbia	58	229	337	41 73	24 19	144	268
Crawford	26	158	184	36 42	22 24	100	140
Dane, 1st Dist.	34	190	224	49 28	28 80	120	160
Dane, 2nd Dist.	49	172	221	41 40	25 84	80	87
Dodge	65	199	264	43 64	27 00	181	207
Door	24	57	81	38 88	31 04	65	136
Douglas	9	49	58	78 33	49 29	58	73
Dunn	35	153	182	39 50	29 25	124	175
Eau Claire	15	114	129	54 20	28 93	95	95
Florence	5	12	17	61 25	40 23	9	18
Fond du Lac	49	267	316	47 00	52 00	168	210
Forest	1	11	12	35 00	33 15	11	24
Grant	60	314	386	45 88	24 53	75	80

Teachers and Superintendents.

Green	60	242	322	39 00	24 50	85	109
Green Lake	21	105	126	26 00	26 10	109	109
Iowa	33	180	213	47 79	24 38	123	.....
Jackson	35	137	172	36 87	28 24	82	138
Jefferson	33	185	218	54 77	27 35	46	74
Juneau	26	165	191	49 27	24 60	96	167
Kenosha	25	61	86	39 22	32 08	61	101
Kewaunee	39	29	68	38 90	30 40	66	107
La Crosse	25	87	112	45 96	28 35	67	192
La Fayette	52	186	238	37 68	24 13	65	76
Langlade	12	82	94	33 25	31 00	60	150
Lincoln	8	38	46	35 86	33 14	42	72
Manitowoc	58	88	146	46 15	33 62	107	120
Marathon	61	128	189	39 00	33 25	127	134
Marinette	14	38	52	51 56	33 39	39	120
Marquette	20	84	104	40 00	20 75	67	143
Milwaukee	46	55	101	53 40	35 56	67	168
Monroe	39	198	237	45 60	23 99	138	149
Oconto	23	58	81	47 30	30 09	55	93
Oneida	6	25	31	41 00	39 29	20	30
Outagamie	26	150	176	41 55	27 67	116	219
Ozaukee	34	41	75	52 19	32 77	59	146
Pepin	13	58	71	44 96	26 67	47	83
Pierce	45	148	193	44 76	30 26	104	138
Polk	36	130	166	39 16	30 19	92	112
Portage	17	127	144	39 32	25 04	83	123
Price	11	60	71	59 66	37 64	39	46
Racine	16	83	109	42 00	27 58	71	79
Richland	43	210	253	40 82	24 23	105	120
Rock, 1st Dist.	24	153	177	51 60	29 08	86	216
Rock, 2nd Dist.	12	141	153	38 50	27 07	86	135
St. Croix	47	177	224	40 70	32 35	114	155
Sauk	48	216	264	36 50	27 50	174	185
Sawyer	4	26	30	84 86	37 23	16	53
Shawano	23	118	141	30 32	27 17	97	140
Sheboygan	61	130	191	44 73	25 64	113	153

TEACHERS AND SUPERINTENDENTS — 1890-91. — Continued.

COUNTIES — Exclusive of cities under city superintendents.	TEACHERS EMPLOYED.			TEACHERS' AVERAGE WAGES.		SUPERINTENDENT'S VISITS.	
	Male.	Female.	Total.	For Males.	For Females.	Schools visited.	No. visits made.
Taylor	11	63	74	$43 81	$31 21	20	20
Trempealeau	29	122	151	46 30	26 60	112	120
Vernon	68	221	289	37 38	24 04	160	190
Walworth	48	194	242	48 54	28 70	115	125
Washburn	4	28	32	32 50	32 40	17	32
Washington	49	92	140	50 00	29 00	95	130
Waukesha	41	184	225	54 50	29 00	105	110
Waupaca	34	169	203	39 63	26 58	92	105
Waushara	27	155	182	28 70	23 10	100	181
Winnebago	22	147	169	38 33	25 08	95	98
Wood	27	87	114	47 28	28 67	64	102

TEACHERS' CERTIFICATES — 1890-91.

COUNTIES — Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY THE CO. SUP'T.							Applicants refused certificates.	Limited certificates granted	Teachers holding state certificates.	Normal teachers graduates.	Normal teachers non-graduates.
	1st. Grade.		*2nd Grade.*		*3rd Grade.*		Total.					
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.						
Total	175	146	294	622	1,415	6,020	8,672	4,298	1,726	137	145	1,306
Adams	2	1	5	10	10	88	116	49	6	.....	2	.....
Ashland	.....	.....	2	2	2	58	64	8	8	.....	.....	.....
Barron	1	.....	3	10	22	103	139	72	.....	.....	3	17
Bayfield	1	1	.....	3	3	16	24	.....	5	1	.....	3
Brown	1	.....	2	6	14	75	98	54	4	.....	.....	24
Buffalo	3	3	10	10	34	46	106	63	5	.....	3	22
Burnett	.....	.....	2	2	7	31	42	3	10	1	1	10
Calumet	3	.....	2	5	20	70	100	39	39	1	3	50
Chippewa	2	4	2	18	21	186	233	128	72	.....	.....	.....
Clark	5	4	3	11	16	136	175	54	2	4	2	12
Columbia	5	2	10	18	44	132	211	127	45	6	.....	.....
Crawford	4	2	4	7	16	136	169	72	95	.....	.....	4
Dane — 1st Dist.	1	3	1	10	38	145	198	112	18	6	1	40
Dane — 2nd Dist	6	8	2	16	35	143	210	113	23	1	1	7
Dodge	4	5	10	24	42	73	158	160	12	4	6	38
Door	1	8	2	6	18	64	99	47	6	.....	1	14
Douglas	4	2	2	18	4	38	68	27	10	3	5	37
Dunn	8	7	7	18	16	105	156	54	29	2	3	12
Eau Claire	3	2	2	8	13	81	109	62	14	1	4	8
Florence	.....	.....	1	1	2	8	13	.....	4	.....	.....	3

TEACHERS' CERTIFICATES. — 1890-91.

COUNTIES — Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY THE CO. SUP'T.							Applicants refused certificates.	Limited certificates granted.	Teachers holding state certificates.	Normal teachers graduates.	Normal teachers non-graduates.
	1st. Grade.		2nd Grade.		3rd Grade.		Total.					
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.						
Fond du Lac	1	.....	3	4	46	131	185	105	26	5	3	70
Forest	.....	.....	.....	2	1	9	12	.....	1	.....	.....	3
Grant	4	4	6	7	32	133	186	257	2	.....	.....	.....
Green	3	1	4	8	34	141	191	82	46	1	.....	5
Green Lake	2	1	6	4	7	97	117	37	4	.....	.....	7
Iowa	4	12	1	6	25	146	194	106	75	2	7	13
Jackson	3	3	3	14	19	95	137	42	35	2	1	6
Jefferson	3	3	6	23	17	143	195	94	46	6	2	42
Juneau	3	1	2	4	26	148	184	79	51	9	5	10
Kenosha	.....	1	6	3	22	53	85	39	15	3	3	32
Kewaunee	.....	.....	3	1	17	18	39	24	.....	1	4	17
La Crosse	2	3	1	5	14	62	87	32	6	2	1	9
La Fayette	4	5	8	25	37	135	214	75	9	1	3	53
Langlade	.....	1	.....	2	6	33	39	17	6	.....	.....	7
Lincoln	2	1	.....	2	4	59	68	10	20	.....	.....	4
Manitowoc	3	1	6	3	54	83	150	68	8	4	1	30
Marathon	2	.....	4	2	63	90	161	140	25	2	.....	50
Marinette	.....	.....	3	6	3	12	24	16	30	3	3	16
Marquette	.....	1	5	5	19	47	79	65	29	1	1	7
Milwaukee	6	6	2	2	30	51	97	27	.....	12	8	27
Monroe	7	.....	23	9	13	142	194	152	6	4	3	17
Oconto	1	.....	3	3	7	29	43	46	6	.....	.....	12
Oneida	1	1	.....	.....	1	13	16	2	.....	2	2	6

Teachers' Certificates.

Outagamie	1	.....	2	10	18	92	123	90	74	.....	.....	23
Ozaukee	2	.....	9	15	31	32	79	13	2	2	2	25
Pepin	3	.....	4	7	6	39	59	28	.....	4	3	8
Pierce	6	2	8	22	23	95	151	121	.....	.....	16	60
Polk	6	2	4	12	6	29	89	56	58	.....	.....	10
Portage	1	1	2	12	14	132	162	59	.....	.....	.....	8
Price	.....	...	.....	6	6	40	52	.....	8	1	1	6
Racine	1	2	1	2	13	39	58	21	22	3	3	35
Richland	6	2	6	13	32	175	234	144	69	1	3	9
Rock, — 1st Dist.	1	4	8	16	32	164	225	51	60	3	3	24
Rock, — 2nd Dist.	.....	.....	7	9	16	140	172	100	.....	1	1	40
St. Croix	5	.....	7	19	28	112	171	95	8	3	5	70
Sauk	3	7	10	25	44	190	269	140	150	6	1	16
Sawyer	3	1	1	5	.....	20	30	2	1	.....	5	4
Shawano	3	3	2	3	15	80	107	38	11	.....	.....	20
Sheboygan	2	3	4	8	43	93	153	63	42	5	3	25
Taylor	.....	.....	.....	.....	3	72	75	19	48	1	2	3
Trempealeau	5	5	2	17	13	84	126	95	5	2	6	6
Vernon	4	5	8	26	31	79	153	97	95	4	2	8
Walworth	6	1	5	.....	54	162	228	53	.....	2	2	35
Washburn	.....	1	2	7	2	21	33	.....	36	.....	2	1
Washington	1	1	2	2	22	28	56	25	30	3	.....	.....
Waukesha	6	5	7	13	29	126	186	60	5	.....	.....	52
Waupaca	4	1	11	9	17	190	232	.....	35	.....	.....	35
Waushara	3	.....	4	7	19	96	141	80	12	4	3	9
Winnebago	3	2	5	10	10	61	91	56	46	.....	.....	29
Wood	.....	1	6	4	13	43	67	33	56	2	.....	.....

FINANCIAL DISBURSEMENTS, 1890–91.

Counties — Exclusive of cities under city superintendent.	For building and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1891.
Totals..	$250,046 14	$65,967 87	$551,790 23	$1,260,505 13	$145,097 13	$66,111 69	$383,725 63	$2,723,993 07	$906,886 75
Adams.....	$-18 33	$376 57	$1,602 00	$9,143 19	$170 10	$308 02	$1,521 50	$13,939 71	$4,544 49
Ashland....	5,824 55	75 00	2,974 00	13,103 05	7,160 50	1,067 89	7,028 99	37,233 98	6,068 39
Barron.....	4,282 76	1,387 05	7,535 88	17,517 50	2,263 34	899 16	3,557 70	37,543 39	14,289 01
Bayfield....	1,367 74	276 09	1,691 00	8,060 75	272 88	815 94	5,426 62	17,911 00	14,815 91
Brown.....	3,137 86	963 02	8,473 34	17,605 65	224 29	287 55	4,090 19	34,781 90	24,204 55
Buffalo.....	1,722 20	531 10	12,092 75	11,712 25	1,871 97	846 68	4,049 17	32,826 12	7,955 91
Burnett....	2,312 38	668 08	1,479 00	4,430 25	1,213 19	580 15	1,071 12	11,854 17	5,496 58
Calumet....	1,577 17	187 24	6,752 00	13,804 37	1,383 98	513 87	3,391 96	27,610 59	12,611 06
Chippewa..	5,327 05	1,987 10	9,331 75	39,522 02	2,009 60	1,958 35	10,799 41	70,848 28	25,567 56
Clark.....	4,535 43	1,845 01	7,761 00	26,905 50	2,272 14	1,316 38	8,484 06	53,119 52	21,600 13
Columbia...	2,819 00	1,254 87	12,452 13	23,572 53	2,215 53	808 52	6,307 42	49,430 00	10,819 91
Crawford...	2,622 87	190 79	4,932 50	13,029 88	429 41	766 35	2,792 92	24,764 72	7,529 10
Dane — 1st dist....	5,396 06	991 62	8,361 75	28,639 27	1,732 58	1,716 28	8,558 67	55,396 23	17,689 87
Dane — 2nd dist...	4,839 60	638 02	10,268 12	21,333 08	1,830 05	1,585 55	4,025 10	44,519 52	13,474 05
Dodge.....	5,468 76	4,068 92	18,022 75	36,042 25	2,589 50	1,580 45	11,605 78	79,388 41	23,142 26
Door.....	4,864 47	307 38	6,424 77	10,617 00	630 76	616 78	3,419 13	26,880 19	10,499 48
Douglas.....	8,386 22	4,885 16	5,600 00	24,272 50	14,597 89	3,717 16	13,747 75	75,206 68	39,250 00
Dunn.....	5,943 77	1,455 26	7,491 50	19,615 88	905 97	1,424 14	3,839 16	40,675 68	13,838 99
Eau Claire..	2,183 80	1,073 62	5,461 02	16,865 50	626 21	464 02	4,689 53	31,363 70	11,506 98
Florence....	924 41	690 04	2,190 00	4,177 50	1,380 50	687 63	2,156 52	12,208 60	3,285 51
Fond du Lac	6,093 65	791 76	12,035 00	27,021 95	2,275 26	882 61	6,692 05	55,792 28	18,179 29

Financial Disbursements.

Forest.....	1,599 23	192 22	210 00	3,180 00	.....	90 20	676 57	5,948 32	604 21
Grant.....	5,233 35	902 05	17,491 10	46,076 35	4,085 32	1,580 51	13,290 69	88,659 37	21,467 60
Green	3,238 40	1,457 00	9,536 32	25,170 08	193 75	1,387 63	9,052 63	50,035 81	9,022 60
Green Lake.	1,190 27	331 15	4,061 50	11,180 26	1,173 79	325 05	2,356 09	20,618 11	7,631 56
Iowa.....	3,605 09	736 79	8,363 75	22,797 12	4,276 84	1,015 62	5,551 52	46,846 91	9,331 59
Jackson....	4,094 76	792 93	7,286 63	19,113 83	817 67	1,816 83	4,891 04	38,814 49	14,821 04
Jefferson...	6,172 31	1,274 40	11,113 60	31,508 20	3,352 39	1,446 44	10,635 77	65,503 11	20,040 42
Juneau	3,250 67	786 14	8,208 25	20,239 08	2,340 47	849 00	6,526 65	42,200 26	13.374 96
Kenosha...	3,139 62	1,049 21	7,131 05	12,927 85	912 18	615 20	3,105 80	28,880 91	8,903 74
Kewaunee..	3,726 84	517 22	12,651 00	8,489 61	1,125 95	979 54	3,532 35	31,022 51	9,120 33
La Crosse...	3,139 62	1,049 21	7,131 05	12,927 85	912 18	615 20	3,105 80	28,880 91	8,903 74
La Fayette.	2,321 87	539 37	13,087 52	24,623 00	1,163 03	397 76	6,623 42	48,755 97	11,141 01
Langlade...	3,491 93	1,055 63	2,071 00	10,472 75	490 58	825 49	2,669 57	21,076 95	6,967 05
Lincoln.....	1,238 18	635 26	2,033 63	8,620 34	11,564 73	495 52	4,407 16	28,994 42	1,452 52
Manitowoc.	8,789 92	807 12	23,873 00	28,478 60	1,932 73	1,003 03	8,538 63	73,423 03	29,619 69
Marathon...	5,326 27	2,026 08	14,982 70	21,316 73	1,709 98	2,502 07	5,590 31	53,454 14	25,437 83
Marinette...	2,029 89	470 30	4,611 00	8,194 50	1,262 54	675 94	2,430 98	19,675 15	7,694 65
Marquette..	996 05	394 09	4,624 00	8,085 75	2,278 41	781 10	1,756 13	18,915 53	4,794 69
Milwaukee.	7,541 37	439 55	20,021 95	18,786 87	4,872 29	754 39	7,457 67	59,874 09	24,969 33
Monroe.....	5,158 30	944 54	10,484 50	25,570 71	940 50	964 39	8,222 24	52,385 15	14,650 95
Oconto.....	1,751 13	1,222 38	5,359 75	10,133 50	1,549 35	886 77	3,114 30	24,017 14	11,566 26
Oneida.....	9,705 84	363 90	1,396 00	4,856 25	3,549 78	739 32	2,220 24	23,431 33	20,916 45
Outagamie..	3,513 10	1,044 78	5,760 00	21,425 30	2,351 27	677 74	4,261 38	39,033 57	13,416 14
Ozaukee....	881 59	299 17	13,389 50	9,684 00	31 47	355 25	3,350 96	27,992 54	11,807 48
Pepin	1,130 17	214 07	3,999 00	7,319 50	246 40	344 04	1,894 09	15,147 87	4,713 01
Pierce.....	2,596 10	1,200 20	10,716 75	19,853 05	2,626 66	704 56	6,586 68	44,284 03	16,440 45
Polk	1,527 06	1,222 24	6,458 50	16,403 00	893 50	799 25	4,321 40	31,624 95	12,654 33
Portage....	6,156 47	305 68	3,567 50	15,024 70	362 65	595 01	3,491 61	29,503 62	8,576 07
Price.....	2,337 59	993 84	4,287 00	11,727 00	976 24	721 69	12,638 29	33,681 65	5,938 87
Racine.....	1,833 72	1,080 10	4,652 75	16,975 25	823 27	462 96	3,550 53	29,378 58	10,124 74
Richland...	2,862 74	1,024 81	7,359 25	21,227 26	4,245 26	939 44	4,835 96	42,494 72	11,219 97
Rock — 1st dist....	4,154 78	1,038 60	5,836 00	19,153 70	276 25	643 32	5,528 94	36,631 59	5,434 92
Rock — 2nd dist...	2,026 12	850 24	2,774 57	20,479 18	1,659 22	403 58	3,904 59	32,097 50	8,194 83
St. Croix...	5,004 23	1,756 95	11,909 00	25,892 00	2,161 51	1,415 60	8,232 52	56,371 81	15,905 27

Financial Disbursements.

FINANCIAL DISBURSEMENTS, 1890-91 — Continued.

Counties — Exclusive of cities under city superintendent.	For building and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1891.
Sauk.....	$2,305 01	$996 42	$9,386 14	$29,398 15	$2,079 08	$962 72	$9,962 61	$55,090 13	$20,248 89
Sawyer.....	1,668 40	518 56	1,586 09	5,240 27	1,025 63	300 00	727 62	11,066 07	.....
Shawano....	5,069 54	653 01	4,206 00	16,625 05	2,178 99	1,939 85	4,606 50	35,278 94	17,233 38
Sheboygan..	1,779 06	639 14	16,216 75	18,428 26	1,766 94	898 51	6,789 99	46,518 65	13,353 19
Taylor.....	4,405 38	1,153 12	3,262 00	11,274 45	936 95	911 19	3,572 75	25,515 84	11,611 59
Trempeale'u	3,249 28	733 31	8,181 76	17,401 37	625 70	976 96	5,014 07	36,182 95	14,424 55
Vernon.....	4,003 22	1,526 47	11,176 72	23,278 74	2,531 26	843 16	6,433 69	49,793 26	12,755 93
Walworth..	3,199 26	1,102 26	13,706 31	36,195 85	5,358 19	1,002 29	10,615 22	71,179 38	15,846 63
Washburn..	1,494 10	706 41	1,605 00	4,980 25	433 16	472 91	3,928 71	13,620 54	3,240 20
Washington	2,898 18	556 22	16,976 65	16,474 96	1,394 27	1,064 39	5,852 78	45,217 45	9,763 55
Waukesha .	7,339 35	1,355 99	13,101 38	35,955 70	7,344 11	1,675 66	12,541 79	79,261 04	18,882 33
Waupaca...	3,901 63	874 72	6,849 50	22,046 60	1,008 61	1,995 57	5,491 95	42,168 58	15,350 21
Waushara..	1,983 86	263 13	3,371 06	13,895 69	550 06	423 32	2,849 50	23,336 62	9,557 48
Winnebago.	1,594 12	779 47	5,104 99	18,701 15	29 05	638 46	4,609 44	31,456 68	10,295 68
Wood.....	3,942 59	448 76	7,686 53	15,693 60	2,621 32	853 18	5,110 15	36,356 13	21,094 71

Financial Receipts.

FINANCIAL RECEIPTS.—1890-91.

COUNTIES — Exclusive of cities under city superintendent.	From money on hand June 30, 1890.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Total	$946,753 16	$1,237,665 85	$141,895 94	$540,552 47	$538,756 56	$225,256 06	$3,630,880 04
Adams	$4,846 82	$5,392 16	$5 00	$3,280 15	$3,286 44	$1,673 64	$18,484 20
Ashland	5,659 75	11,710 00	17,780 00	1,950 00	2,391 37	3,811 25	43,302 37
Barron	15,167 50	20,434 07	1,000 00	5,589 21	7,097 12	2,544 50	51,832 40
Bayfield	8,184 89	8,735 00	8,500 00	382 59	284 49	6,639 85	32,726 91
Brown	23,428 11	7,932 67	656 46	13,027 35	13,100 19	851 67	58,986 45
Buffalo	9,575 31	12,273 01	1,087 37	8,191 89	8,122 12	1,532 33	40,782 03
Burnett	4,010 05	5,544 97	814 21	2,570 35	2,340 91	2,070 26	17,350 75
Calumet	13,942 74	7,799 59	355 73	9,171 28	8,405 03	689 26	40,221 65
Chippewa	26,763 97	26,188 06	15,894 60	12,651 04	11,670 24	3,247 93	96,415 84
Clark	22,359 08	31,782 76	.....	6,930 08	8,532 20	5,115 53	74,719 65
Columbia	13,118 30	26,303 46	.....	9,180 75	9,139 74	2,507 66	60,249 91
Crawford	8,488 32	8,776 98	164 65	6,316 50	6,696 22	1,851 15	32,293 82
Dane, 1st Dist.	18,111 18	25,991 42	460 05	10,863 57	10 315 94	6,343 96	72,086 10
Dane, 2nd Dist.	15,122 88	18,422 76	.....	9,985 76	9,556 02	4,906 15	57,993 57
Dodge	26,199 92	34,330 53	148 89	18,289 86	19,103 09	4,458 38	102,530 67
Door	11,832 53	8,850 79	.....	7,682 39	6,715 37	2,298 69	37,379 77
Douglas	18,906 81	71,813 30	14,231 97	2,044 43	2,032 26	5,427 91	114,456 68
Dunn	16,039 87	18,407 54	243 10	8,270 88	8,130 35	3,422 93	54,514 67
Eau Claire	10,469 30	18,811 82	.....	6,216 75	6,102 14	1,270 67	42,870 68
Florence	3,565 14	4,605 54	4,500 00	720 83	785 12	1,317 48	15,494 11
Fond du Lac	22,361 99	22,824 41	.....	13,306 99	13,425 34	2,052 84	73,971 57
Forest	1,814 69	.....	4,260 00	223 17	213 52	41 05	6,552 43

FINANCIAL RECEIPTS.— 1890-91.—Continued.

COUNTIES — Exclusive of cities under city superintendent.	From money on hand June 30, 1890.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Grant	$26,656 90	$43,535 45	$369 79	$17,011 53	$16,995 48	$5,557 82	$110,126 97
Green	11,360 63	24,123 15	1,005 59	9,238 92	9,723 85	3,606 27	59,058 41
Green Lake	9,675 10	8,603 22	.....	5,178 74	4,932 33	460 28	28,249 67
Iowa	11,413 57	18,793 36	365 76	9,443 08	9,961 10	5,701 63	55,678 50
Jackson	17,027 06	17,038 39	.....	8,002 86	7,620 13	3,447 09	53,135 53
Jefferson	22,428 68	31,262 93	253 98	11,286 59	12,761 87	7,549 48	85,043 53
Juneau	13,919 58	20,895 82	126 00	7,918 78	9,062 10	3,652 94	55,575 22
Kenosha	10,322 85	3,055 31	.....	5,897 85	6,028 00	2,480 64	37,784 65
Kewaunee	12,834 83	7,062 17	264 57	9,611 22	9,174 89	1,195 16	40,182 84
La Crosse	10,322 85	13,055 31	.....	5,897 85	6,028 00	2,480 64	37,784 65
La Fayette	12,802 46	26,137 68	.....	9,279 69	9,367 94	2,309 21	59,896 98
Langlade	7,659 07	14,648 70	125 00	1,726 15	2,188 83	1,696 25	28,044 00
Lincoln	3,114 36	4,249 03	17,339 50	1,883 62	1,986 97	1,873 46	30,446 94
Manitowoc	31,563 50	24,637 25	75 94	19,941 26	21,660 15	5,764 62	103,042 72
Marathon	28,177 87	24,181 58	1,210 39	9,958 97	10,393 07	4,970 09	78,891 97
Marinette	5,167 33	10,627 10	2,200 00	3,345 73	3,984 23	2,045 41	27,369 80
Marquette	7,480 57	5,703 87	.....	4,903 70	4,411 92	1,210 16	23,710 22
Milwaukee	21,286 74	29,315 12	.....	11,290 65	15,775 49	7,175 42	84,843 42
Monroe	20,282 02	21,974 65	.....	11,118 59	9,130 93	4,529 91	67,036 10
Oconto	10,280 08	14,493 14	301 40	5,291 22	4,672 48	535 08	35,573 40
Oneida	3,483 10	4,500 00	16,905 00	2,287 19	1,062 79	10,428 34	38,666 42
Outagamie	14,572 79	13,014 83	.....	10,647 84	10,189 40	3,624 85	52,449 71
Ozaukee	12,574 07	8,926 90	.....	8,201 45	8,027 75	2,069 85	39,800 02
Pepin	7,039 72	6,508 37	.....	3,398 83	2,423 51	490 45	19,860 88
Pierce	16,475 35	22,649 33	146 47	8,717 38	9,463 81	3,272 14	60,724 48
Polk	12,602 15	17,622 08	784 98	6,152 70	5,045 32	2,071 04	44,279 28

Financial Receipts.

Portage	17,137 51	8,681 58	.....	8,622 73	8,068 23	5,569 64	48,079 67
Price	4,562 10	18,207 42	12,425 00	1,176 05	2,546 14	703 81	39,620 52
Racine	9,573 13	15,351 47	.....	6,555 44	6,743 42	1,279 86	39,503 32
Richland	14,326 92	17,669 94	97 70	9,977 08	8,986 34	2,656 01	53,713 99
Rock, 1st District	10,908 36	20,893 98	.....	5,824 66	6,280 68	5,158 83	49,066 51
Rock, 2nd District	10,429 77	18,996 69	.....	4,624 55	3,750 94	2,490 38	40,292 33
St. Croix	18,059 25	30,581 87	.....	9,387 81	10,095 04	4,153 11	72,277 08
Sauk	17,040 73	23,581 05	484 73	12,099 25	13,079 08	9,054 18	75,339 02
Sawyer	.....	.....	10,000 00	516 76	516 67	.....	11,033 43
Shawano	20,027 20	13,274 21	.....	8,466 98	8,057 53	2,685 40	52,511 32
Sheboygan	16,619 05	15,865 31	520 18	12,412 57	12,294 40	2,160 33	59,871 84
Taylor	8,982 62	14,717 00	3,915 00	3,442 36	3,445 03	2,625 42	37,127 43
Trempealeau	14,092 12	13,734 38	104 45	9,587 29	9,213 49	3,575 27	50,307 50
Vernon	17,005 05	17,833 58	.....	12,323 38	12,535 97	2,851 21	62,549 19
Walworth	14,609 05	47,080 67	.....	10,635 64	9,608 28	5,092 37	87,026 01
Washburn	4,210 98	6,664 24	1,545 73	1,843 20	634 89	1,962 29	16,861 29
Washington	10,729 88	18,002 97	494 77	11,647 95	11,553 24	2,552 19	54,981 00
Waukesha	21,306 17	44,333 15	67 00	14,043 46	12,803 35	5,580 28	98,143 37
Waupaca	17,405 43	15,271 29	665 00	10,907 31	9,553 92	3,715 94	57,518 89
Waushara	9,822 72	8,837 78	.....	6,535 98	6,006 12	1,691 50	32,894 10
Winnebago	11,268 04	13,605 73	.....	7,723 09	8,107 53	1,043 97	41,748 36
Wood	18,754 70	20,955 96	.....	7,719 72	5,558 70	4,391 76	57,380 84

APPARATUS — PRIVATE SCHOOLS (Not Incorporated). — 1890–91.

COUNTIES — Exclusive of cities under city superintendent.	APPARATUS.								PRIVATE SCHOOLS.					
	No. of school houses supplied with suitable blackboard.	No. of schools supplied with Webster's Unabridged Dictionary.	No. of districts supplied with outline maps.	No. of districts supplied with a globe.	No. of districts supplied with a railroad map of Wisconsin.	No. of districts supplied with a map of Wisconsin.	No. of schools organized in accordance with the manual of the course of study.	Cash value of apparatus in the schools including maps, globes, etc.	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public school.	Whole number of daily attendance of different pupils.	No. between 7 and 13 years in attendance upon such schools, who have attended 12 weeks or more.
Totals	2,965	5,426	3,655	3,378	3,944	4,489	2,519	$369,015	381	214	279	10,395	948,994	11.536
Adams	48	53	34	14	62	54	15	$2,120	.....	.....	.....	.....	.....	.....
Ashland	21	29	4	26	27	.....	.....	3,580	2	1	4	169	16,900	154
Barron	103	99	66	74	55	74	20	9,260	3	2	3	.....	3,500	29
Bayfield	11	13	8	9	10	9	5	3,825	1	.....	2	44	.....	144
Brown	.....	72	54	48	81	65	20	7,119	9	8	11	222	19,657	302
Buffalo	76	81	69	46	52	70	55	5,564	4	3	3	61	2,672	24
Burnett	26	26	20	18	19	18	12	2,792	.....	.....	.....	.....	.....	.....
Calumet	70	62	46	34	67	56	30	3,971	9	5	6	123	8,177	.....
Chippewa	.....	126	109	99	87	118	71	13,088	11	3	21	1,071	7,183	767
Clark	82	101	85	85	61	91	56	8,819	4	3	2	86	86	.....
Columbia	.....	137	68	58	142	113	141	4,565	3	1	2	47	3,730	63
Crawford	62	78	50	40	65	65	26	3,766	.....	.....	.....	.....	.....	.....
Dane —														
1st dist	121	107	97	93	118	88	57	6,533	5	4	1	44	1,381	103
2nd dist	.....	113	87	68	59	92	41	4,246	6	1	8	166	20,223	287
Dodge	191	194	111	83	191	91	.....	7,113	32	28	8	554	89,080	958
Door	32	62	50	37	55	54	.....	5,167	1	.....	1	1	.....	.....
Douglas	20	49	14	3	14	12	.....	8,780	4	.....	6	410	30,450	198

Apparatus — Private Schools.

Dunn	82	103	80	78	59	84	48	8,593	1	1				
Eau Claire	68	67	50	51	58	62	42	7,203	4	2				32
Florence	8	7	8	6	8	9	7	1,027						
Fond du Lac		138	91	69	75	111	44	5,619	18	8	14	637	78,255	939
Forest	7	10	5	9	5	8								
Grant		165	98	56	82	130	48	7,857	8	3	9	222	27,690	337
Green	95	50	55	67	77	28		3,458						
Green Lake		61	30	31	28	41	10	14,875	3	3	1	136	22,536	149
Iowa	56	95	42	55	69	22				1	2		1,120	87
Jackson	97	92	46	42	83	74	23	4,031	8	4	1	26		16
Jefferson		117	56	62	69	88	84	7,731	16	12	7			585
Juneau	89	94	51	57	33	70	40	4,389	6	4	1	40		30
Kenosha	49	59	46	24	29	48	11	3,450	4	1	4	69	5,831	30
Kewaunee	41	54	40	35	47	53	23	5,562	7	4	4	288	37,990	314
La Crosse	3	61	41	45	67	54	63	4,583	4	3	2	72	1,719	40
La Favette		108	69	73	59	81	31	6,697	2	1	2	16	2,510	
Langlade		54	31	43	37	50	31	4,859						
Lincoln	8	34	19	18	26	30	11	2,575						
Manitowoc		102	60	64	44	76	30	5,773	22	10	21	553	73,902	855
Marathon	131	134	106	109	86	125	99	13,743	4	1	5	103	6,593	173
Marinette	24	33	25	23	26	27	29	2,967	4	4				126
Marquette		37	16	18	11	25	12	1,455	3	1	4	38		38
Milwaukee	65	67	46	56	67	58		4,270	17	10	13	654	51,247	642
Monroe	114	95	71	72	103	72	40	3,776						
Oconto	51	48	38	37	38	52	34	6,308						
Oneida	14	14	14	10	13	13		1,100						
Outagamie	82	103	62	59	98	97	44	6,673	13	6	7	199	678	315
Ozaukee	56	51	44	40	51	56	22	4,444	10	6	7	514	35,871	337
Pepin	27	41	24	28	33	37	38	2,435	3	1	3	90	2,250	39
Pierce		98	65	74	60	95	55	6,395	2		4	65		64
Polk	54	85	71	62	43	81	18	9,522	3	3	1	50	1,963	36
Portage	92	81	41	39	29	65	12	4,076	1	1		60	7,180	35
Price	43	43	45	42	39	39	29	7,991						
Racine	40	59	34	25	35	48	24	3,327	8	3	8	501	60,284	382
Richland	107	96	67	79	62	92	47	4,822						
Rock —														
1st dist	56	72	49	48	46	83	38	3,148	3	1				
2d dist	62	72	53	49	77	57	34	3,529	1		1	4		4
St. Croix	46	106	69	87	107	112	81	8,244	1		3	56	6,068	38
Sauk		149	96	98	46	114	163	7,680	4	2	5	207	12,000	119
Sawyer	6	6	6	6	6	6	9	2,000						
Shawano		82	56	32	59	79	38	4,653	11	11	7	327	24,308	225
Sheboygan	5	100	58	58	62	97	49	4,996	20	15	9	350	34,995	533
Taylor		51	32	25	42	43	27	5,689	3	2	3			
Trempealeau	49	81	52	44	70	73	17	5,363	6	4	3	122	15,460	109
Vernon	98	131	104	105	127	114	107	8,102	3	1		47	2,964	
Walworth	121	101	66	72	61	70	70	5,710	3	1	3	40		33
Washburn	14	17	10	11	15	11	2	1,673						

APPARATUS — PRIVATE SCHOOLS (Not Incorporated).— 1890-91.— Continued.

COUNTIES — Exclusive of cities under city superintendent.	APPARATUS.								PRIVATE SCHOOLS.					
	No. of school-houses supplied with suitable blackboard.	No. of schools supplied with Webster's Unabridged Dictionary.	No. of districts supplied with outline maps.	No. of districts supplied with a globe.	No. of districts supplied with a railroad map of Wisconsin.	No. of districts supplied with a map of Wisconsin.	No. of schools organized in accordance with the manual of the course of study.	Cash value of apparatus, in the schools, including maps, goods, etc.	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public school.	Whole number of daily attendance of different pupils.	No. between 7 and 13 years in attendance upon such schools, who have attended 12 weeks or more.
Washington	49	81	54	38	57	93	41	$5,629	28	11	28	746	81,656	1,013
Waukesha	.....	105	80	63	48	86	57	6,484	11	6	10	428	40,847	300
Waupaca	.....	102	73	45	.....	92	107	5,350	.....	.....	.....	.....	.....	.....
Waushara	93	83	70	26	99	72	23	3,040	4	4	.....	26	1,250	.....
Winnebago	.....	68	47	32	34	69	10	4,438	2	2	.....	82	240	95
Wood	.....	61	33	46	36	50	27	5,503	8	7	9	629	109,248	636

SCHOOL HOUSES—1890-91.

COUNTIES—Exclusive of cities under city superintendent.	No. of pupils school-houses will accommodate.	No. of school houses built during the year.	Cost of school-houses built last year.	Cash value of all the school houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school-houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate outhouses for the sexes.	No. of school houses with outhouses in good condition.	No. of school-houses with special provision for ventilation.
Total	342,244	205	$133,779	$4,489,458	$614,483	$5,237,963	5,937	5,894	5,279	5,818	2,184
Adams	2,817	2	$550	$21,595	$1,457	$23,052	66	60	60	67	29
Ashland	1,757	2	2,050	22,350	7,885	37,185	34	34	34	34	11
Barron	4,220	5	2,503	48,006	4,984	55,603	105	94	92	98	33
Bayfield	836	.....	.....	22,450	10,550	33,013	13	12	11	3	.....
Brown	6,007	4	1,839	48,060	5,296	53,356	82	75	54	67	46
Buffalo	4,711	1	500	59,015	4,860	63,875	83	80	79	73	19
Burnett	1,308	2	1,495	10,044	940	10,984	28	26	26	25	4
Calumet	4,169	1	660	49,789	5,247	55,036	70	66	70	63	21
Chippewa	7,093	7	2,099	10,991	21,693	290,824	149	139	132	112	64
Clark	6,280	3	1,184	85,350	8,741	94,091	111	101	99	98	56
Columbia	7,553	2	1,248	102,273	10,055	112,320	144	124	136	126	41
Crawford	4,747	6	1,802	41,966	2,718	44,684	96	86	78	76	24
Dane—											
1st district	6,894	4	2,614	97,261	10,120	107,481	127	125	120	119	69
2nd district	6,653	2	3,285	97,914	7,455	84,369	127	130	109	112	57
Dodge	10,566	4	2,837	142,052	19,727	161,779	193	180	178	168	75
Door	4,016	8	3,777	28,475	2,427	30,902	93	60	46	68	1
Douglas	2,232	2	2,100	86,597	88,150	173,548	20	17	20	39	9
Dunn	5,534	10	4,564	56,779	4,004	60,783	120	113	114	153	55
Eau Claire	3,922	.....	.....	41,646	3,808	45,454	79	75	71	85	27
Florence	619	1	430	14,730	705	15,435	9	9	8	8	6
Fond du Lac	8,480	6	3,884	90,313	13,381	102,620	168	152	154	185	26
Forest	249	.....	.....	5,650	310	5,960	8	7	7	14	1
Grant	12,791	3	2,513	179,182	16,678	195,860	224	217	193	243	68
Green	6,757	1	680	100,345	11,430	111,715	127	116	104	107	36

School Houses.

SCHOOL HOUSES — 1890-91 — Continued.

COUNTIES—Exclusive of cities under city superintendent.	No. of pupils school-houses will accommodate.	No. of school-houses built during the year.	Cost of school-houses built last year.	Cash value of all the school-houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate outhouses for the sexes.	No. of school-houses with outhouses in good condition.	No. of school-houses with special provision for ventilation.
Green Lake	3,429	.....	.....	$33,375	$4,550	$37,925	71	70	61	75	18
Iowa	6,922	3	$1,676	85,925	7,058	92,983	123	115	95	112	44
Jackson	4,927	5	2,229	70,075	5,973	76,048	90	84	70	97	26
Jefferson	7,353	5	4,689	175,487	18,867	194,354	133	130	122	125	70
Juneau	5,635	5	1,467	72,805	8,192	80,997	105	83	79	103	15
Kenosha	2,553	1	.....	33,965	4,305	38,270	61	56	61	32	12
Kewaunee	4,990	5	3,257	41,200	5,212	46,412	55	53	46	47	28
La Crosse	3,922	3	1,943	45,615	5,120	50,735	67	66	60	64	33
La Fayette	7,156	.....	.....	106,561	12,477	119,038	128	124	95	99	46
Langlade	1,984	7	2,688	18,918	1,728	20,646	61	59	51	54	31
Lincoln	1,412	1	505	13,720	1,060	14,780	36	36	30	33	18
Manitowoc	9,031	3	7,200	139,788	14,165	14,995	115	114	94	131	45
Marathon	7,283	9	5,423	64,671	7,180	71,851	141	132	130	136	26
Marinette	1,939	4	1,465	19,046	31,130	22,226	35	34	32	33	4
Marquette	3,110	2	245	29,268	2,593	31,861	61	59	36	36	8
Milwaukee	5,088	2	5,146	92,470	36,922	129,392	67	64	53	66	18
Monroe	7,384	3	1,776	79,971	8,237	88,208	138	122	121	119	22
Oconto	3,052	1	250	40,321	2,905	43,226	55	55	50	55	29
Oneida	1,071	5	9,481	29,175	5,900	35,075	14	13	14	9	5
Outagamie	6,417	3	1,672	56,547	6,107	62,554	113	110	105	156	46
Ozaukee	4,120	.....	.....	48,885	9,685	58,670	59	55	52	53	26
Pepin	2,060	1	370	26,380	3,435	29,815	39	37	37	38	8
Pierce	6,206	3	3,178	84,818	5,622	90,440	110	99	94	111	40
Polk	4,668	.....	.....	49,749	4,544	54,303	99	89	91	79	40
Portage	4,302	2	7,225	46,131	2,687	49,268	93	86	72	82	25
Price	1,696	.....	150	40,710	5,559	46,269	47	47	46	47	7
Racine	3,155	1	.....	62,485	12,185	75,670	72	65	58	61	26
Richland	6,888	8	1,885	81,057	8,450	89,507	124	109	119	109	35

School Houses.

Rock—											
1st district	4,039	2	3,110	65,585	5,164	73,749	83	78	79	84	52
2nd district	3,794	1	795	60,526	6,445	66,971	88	79	76	86	33
St. Croix	6,258	4	3,152	96,695	8,845	105,540	114	99	107	94	24
Sauk	7,468	1	1,313	80,232	10,684	91,926	168	143	143	156	62
Sawyer	680	.....	.....	800	1,700	11,500	10	10	5	8	1
Shawano	5,273	8	4,203	52,863	4,848	46,157	98	83	76	86	31
Sheboygan	7,659	2	490	78,385	9,725	88,110	111	104	103	104	28
Taylor	2,347	9	3,972	29,745	3,831	33,576	56	42	51	62	10
Trempealeau	5,695	5	2,987	49,350	5,444	65,514	100	96	89	90	27
Vernon	8,207	5	2,124	80,422	8,412	88,834	153	149	138	129	44
Walworth	6,660	3	1,767	141,667	17,846	159,813	122	116	114	101	45
Washburn	1,003	2	885	18,672	1,565	20,223	16	15	13	9	.....
Washington	6,482	1	1,130	100,840	9,600	110,440	104	98	82	99	39
Waukesha	8,376	3	2,376	164,216	45,840	210,276	120	117	116	104	55
Waupaca	6,863	2	2,670	61,160	5,885	67,045	121	120	116	112	38
Waushara	4,789	2	3,840	48,330	3,730	52,060	103	100	94	90	49
Winnebago	5,280	.....	.....	65,170	6,800	71,920	100	97	92	81	31
Wood	4,399	5	3,184	54,749	8,255	63,004	71	63	65	64	22

TEXT BOOKS—DEPARTMENTS—TOWNSHIP LIBRARIES—DISTRICT LIBRARIES—1890-91.

Counties—Exclusive of cities under city superintendent.	Text Books.					Departments.				Township Libraries.					District Libraries			
	No. of districts which have adopted a list of text-books.	No. which use only text books adopted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.	No. of districts with one department only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more departments.	Amount withheld from school fund during the year for purchase of books.	Amount expended for books during the year.	Total amount expended for books since 1887.	No. of volumes purchased during the year.	No. of towns that complied with the law during the year.	No. of volumes added to the district library during the year.	Amount paid for these volumes added to the library.	Whole number of volumes now in the district library.	Cash value of district library.
TOTAL..	3,392	2,807	2,121	973	1,341	4,661	256	67	122	$13,354 80	$12,857 12	$5,023 29	16,796	278	8,451	$7795 83	50,891	$41,206 26
Adams...	42	17	20	3	20	64	.....	1	.....	$140 20	$ 69 94	.....	101	5	101	$ 70 92	.....	.....
Ashland...	25	25	17	12	5	28	2	.....	.....	29 30	.....	.....	.....	.....	.....	.....	.....	.....
Barron....	67	63	63	35	26	6	2	.....	2	174 18	136 29	$ 47 11	518	3	123	169 50	689	$ 865 00
Bayfield...	13	13	13	13	.....	9	1	.....	3	100 00	63 70	.....	65	1	65	63 70	232	173 76
Brown....	43	37	17	6	11	78	2	.....	1	585 32	424 44	.....	578	8	457	425 28	1,896	1,700 00
Buffalo....	53	35	44	4	40	80	1	.....	3	231 00	125 25	37 72	211	7	239	160 00	1,086	640 64
Burnett...	27	27	27	21	6	26	1	.....	.....	87 51	58 87	.....	79	2	33	29 75	.....	.....
Calumet...	39	32	24	2	22	60	4	2	1	362 50	254 08	.....	426	4	376	274 87	742	635 41
Chippewa.	87	83	54	59	20	136	6	1	7	149 10	135 03	289 17	240	4	157	149 60	712	858 04
Clark.....	86	78	91	71	20	100	4	1	2	274 50	123 73	.....	207	6	58	39 72	683	506 34
Columbia..	47	40	14	3	11	136	5	1	3	331 71	334 89	.....	409	9	114	73 00	659	682 00
Crawford..	46	28	18	5	13	89	6	1	.....	192 50	169 80	227 80	284	4	.....	.....	.....	25 00
Dane—																		
1st Dist..	54	43	43	5	117	116	7	.....	2	478 20	421 08	.....	616	.....	1	.....	.....	.....
2d. Dist..	77	59	45	10	39	112	6	2	2	205 60	191 98	.....	256	15	156	100 83	893	440 13
Dodge.....	108	86	88	15	23	179	6	1	5	305 60	272 62	.....	415	6	52	83 00	1,277	1,121 50
Door.....	47	49	49	17	32	62	2	.....	.....	261 17	248 65	.....	306	7	50	53 41	179	168 00
Douglas...	7	7	11	11	.....	7	2	2	2	15 40	105 00	145 00	152	2	152	105 00	152	105 00
Dunn.....	68	57	52	36	21	110	7	1	.....	305 00	280 00	56 56	373	7	177	129 00	582	338 00

Text Books.

Eau Claire.	51	43	41	32	10	63	4	2	2	218 55	176 30	.....	256	5	57	46 81	172	144 06
Florence ..	6	6	.....	.....	.....	6	1	.....	2	.....	.....	.....	.....	.....	.....	.....	460	375 00
FondduLac	62	54	16	3	15	158	1	1	2	280 10	207 41	347 91	323	5	161	120 39	756	766 75
Forest .. .	10	10	10	6	4	9	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grant.	95	62	36	4	29	19	13	3	6	170 10	99 79	.....	60	2	34	119 29	1,614	1,826 00
Green	56	35	13	.....	17	89	5	2	2	105 75	593 41	.....	475	2	450	500 00	3,327	4,469 15
Green Lake	25	22	9	.....	9	.....	5	1	.....	127 10	.....	.....	.....	.....	53	34 00	132	117 00
Iowa.....	51	40	27	6	29	10	6	2	2	120 89	271 44	.....	600	1	22	52 00	992	482 00
Jackson ...	66	47	64	16	44	81	5	.....	2	255 30	403 82	.....	512	10	442	317 30	1,150	683 64
Jefferson .	58	39	20	9	13	118	4	1	4	554 60	399 49	.....	473	10	346	266 81	2,748	2,281 94
Juneau . .	46	31	15	4	11	90	2	.....	5	164 70	125 85	.....	167	3	226	240 59	1,505	1,081 99
Kenosha...	16	9	6	1	4	60	1	.....	.....	48 60	41 87	80 80	.....	1	28	3 00	320	267 00
Kewaunee.	27	25	15	.....	18	52	2	.....	2	91 70	92 16	92 16	152	2	34	77 00	110	257 00
La Crosse..	61	57	56	19	43	64	.....	.....	3	204 87	217 37	.....	201	4	58	31 85	119	70 85
La Fayette	59	50	26	2	24	115	8	.....	3	468 92	363 91	.....	561	10	336	276 04	1,771	1,761 28
Langlade ..	16	15	16	13	3	.....	.....	.....	.....	11 20	.....	.....	.....	.....	42	25 00	169	147 14
Lincoln. ..	14	14	24	24	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manitowoc	60	56	41	4	41	5	3	.....	3	119 70	132 51	.....	193	3	278	251 48	2,366	177 40
Marathon .	103	101	111	97	5	125	3	3	.....	284 00	323 00	716 00	719	9	167	245 00	739	613 00
Marinette .	25	25	12	9	2	25	2	1	1	17 60	39 60	101 00	76	2	76	39 69	451	322 80
Marquette.	10	5	1	.....	.....	3	2	1	1	75 01	75 01	.....	83	2	173	91 48	429	124 72
Milwaukee	36	25	.....	.....	.....	58	5	.....	4	255 00	255 00	429 00	341	1	267	155 95	1,098	892 23
Monroe. ...	77	64	40	12	31	124	6	1	2	187 20	179 20	179 20	301	6	25	75 00	700	825 00
Oconto ...	40	37	32	11	22	51	3	.....	.....	202 23	120 73	66 00	140	2	3	1 00	3	110 00
Oneida	13	13	13	13	.....	11	.....	1	3	66 40	65 00	850 00	87	1	87	65 00	810	700 00
Outagamie	77	71	59	7	52	106	3	2	1	49 20	56 83	79 62	76	2	133	188 85	562	261 82
Ozaukee...	29	26	15	1	15	51	5	2	1	.....	100 20	.....	90	1	90	100 20	788	823 00
Pepin... ..	25	24	14	9	5	35	2	1	1	84 50	48 36	.....	60	1	2	31 00	351	380 00
Pierce	71	71	53	11	48	.....	2	1	1	173 20	153 10	.....	211	4	89	62 55	910	1,163 00
Polk	63	53	57	29	31	93	2	2	.....	246 74	253 95	200 95	395	10	123	73 75	487	328 00
Portage ...	36	30	36	7	28	89	2	1	.....	111 10	111 10	.....	143	4	.....	.....	78	142 13
Price	46	36	46	46	.....	42	3	1	.....	225 00	632 30	.....	86	4	95	395 05	591	1,081 42
Racine	21	17	6	1	6	54	3	.....	1	.....	.....	.....	.....	.....	6	20 00	887	895 00
Richland ..	55	38	13	2	12	114	4	2	1	211 90	112 27	.....	146	4	26	33 10	101	340 60
Rock—																		
1st Dist..	31	18	12	6	6	79	3	.....	2	23 00	210 32	24 73	76	.....	54	96 00	1,656	820 70
2d Dist...	29	27	2	1	1	80	3	1	2	184 83	212 85	254 79	242	5	.....	.....	340	120 00
St. Croix ..	57	43	30	2	18	105	4	3	4	319 36	189 49	.....	313	6	178	83 42	958	536 40
Sauk	85	52	42	4	39	12	10	1	2	461 82	372 12	.....	540	10	49	71 04	1,365	930 50
Sawyer. ...	6	6	6	6	.....	6	.....	.....	1	.....	.....	.....	.....	.....	350	171 31	652	407 01
Shawano ..	51	46	43	23	26	93	2	.....	1	99 53	53 83	.....	58	2	.....	.....	.....	.....
Sheboygan	57	47	42	1	40	105	5	1	2	187 11	196 01	.....	56	3	43	67 40	1,073	885 50
Taylor.....	42	39	36	32	7	48	3	.....	1	126 20	210 88	.....	158	7	34	28 55	580	259 50
Tremp'el'u	63	57	42	20	21	87	4	4	1	301 32	279 61	.....	290	5	156	158 14	1,360	971 09
Vernon ...	115	102	53	13	45	193	5	1	2	595 73	525 41	527 41	867	10	348	304 90	951	1,017 90
Walworth .	56	48	19	10	11	108	6	5	4	246 08	245 89	45 90	410	5	185	146 40	1,666	157 39
Washburn.	13	13	15	15	.....	16	1	.....	1	.....	200 00	200 00	125	1	125	200 00	500	568 25
Washingt'n	48	45	27	3	26	81	5	2	2	350 9	352 24	.....	540	5	176	158 54	1,002	681 93

EXT BOOKS — DEPARTMENTS — TOWNSHIP LIBRARIES — DISTRICT LIBRARIES — 1890-91 —Continued.

Counties—Exclusive of cities under city superintendents.	Text Books.					Departments.				Township Libraries.					District Libraries.			
	No. of districts which have adopted a list of text-books.	No. which use only text-books adapted.	No. of districts which purchase text-books.	No. which loan them to pupils.	No. which sell them to pupils.	No. of districts with one department only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more departments.	Amount withheld from school fund during the year for purchase of books.	Amount expended for books during the year.	Total amount expended for books since 1887.	No. of volumes purchased during the year.	No. of towns that complied with the law during the year.	No. of volumes added to the district library during the year.	Amount paid for these vols. added to the library.	Whole number of volumes now in the district library.	Cash value of district library.
Waukesha	69	47	17	5	17	14	12	1	4	$493 16	$320 20	.....	271	5	191	$183 21	280	$689 35
Waupaca	79	74	59	17	42	109	8	2	2	289 20	173 78	.....	177	4	50	40 00	550	646 00
Waushara	60	38	32	8	20	95	4	1	.....	90 00	96 40	$96 40	114	3	83	96 40	142	110 50
Winnebago	40	32	17	3	15	89	6	.....	2	58 08	.....	.....	.....	.....	82	97 35	458	351 50
Wood	39	36	43	25	15	65	3	1	12	208 82	151 76	.....	193	6	66	37 00	181	118 00

CENSUS STATISTICS—1891-92.

COUNTIES — Exclusive of cities under city superintendent.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 wks. or more.	No. who att'd private sch. 12 wks. or more.
Totals	215,878	200,323	416,201	195,999	159,359	17,205
Adams	1,375	1,258	2,633	1,226	1,026	3
Ashland	1,078	1,063	2,147	1,119	1,011	250
Barron	2,668	2,396	5,064	2,217	1,988	62
Bayfield	977	929	1,906	974	621	112
Brown	5,139	4,806	9,945	5,174	3,578	765
Buffalo	3,106	7,022	6,128	2,828	2,289	115
Burnett	984	905	1,889	862	610	2
Calumet	3,409	3,305	6,714	3,005	2,158	768
Chippewa	3,385	3,050	6,435	3,162	2,609	220
Clark	3,685	3,470	7,155	3,252	2,692	107
Columbia	3,613	3,446	7,059	3,230	2,899	37
Crawford	3,156	1,971	5,127	2,496	1,962	8
Dane, 1st district	4,489	4,214	8,703	3,767	3,458	218
2d district	3,716	3,413	7,129	3,214	2,553	491
Dodge	6,977	6,541	13,518	5,606	5,051	1,054
Door	2,973	2,680	5,653	2,598	2,169	25
Douglas	300	286	586	331	232	
Dunn	3,447	3,226	6,673	3,279	2,427	27
Eau Claire	2,560	2,401	4,961	2,451	2,053	10
Florence	394	407	801	415	366	1
Fond du Lac	5,238	4,945	10,183	4,184	2,922	942

CENSUS STATISTICS — 1891-92. — Continued.

COUNTIES — Exclusive of cities under city superintendents.	CHILDREN BETWEEN 4 AND 20.			CHILDREN BETWEEN 7 AND 13.		
	Male.	Female.	Total.	Number of such children.	No. who att'd pub. sch. 12 wks. or more.	No. who att'd private sch. 12 wks. or more.
Forest	112	102	214	146	116	....
Grant	6,731	6,447	13,178	6,337	5,301	288
Green	3,271	2,885	6,156	2,952	2,608	9
Green Lake	2,098	1,963	4,071	1,856	1,595	138
Iowa	3,546	3,477	7,023	3,891	3,105	128
Jackson	3,041	2,976	6,017	3.052	2,298	70
Jefferson	4,867	4,606	9,473	4,238	3,769	448
Juneau	3,117	3,029	6,146	2,955	2.520	40
Kenosha	1,543	1,511	3,054	1,372	1,084	197
Kewaunee	3,498	3,434	6,932	3,494	2,739	311
La Crosse	2,296	2,116	4,412	1,899	1,756	139
La Fayette	3,539	3,470	7,039	3,128	2,811	13
Langlade	941	842	1,783	947	721	62
Lincoln	667	686	1,353	669	581	7
Manitowoc	7,663	7,358	15,021	6,951	4,716	1,654
Marathon	4,572	4,372	8,944	4,053	3,413	141
Marinette	1,746	1,640	3,386	1,566	1,133	133
Marquette	1,983	2,014	3,997	1,763	1,596	79
Milwaukee	4,590	4,526	9,116	4,359	3,038	1,091
Monroe	4,404	4,393	8,797	3,508	3,267	125
Oconto	2,309	2,068	4,377	1,953	1,699	
Oneida	916	859	1,775	986	876	5
Outagamie	4,325	4,082	8,407	3,999	3,257	490
Ozaukee	3,045	3,013	6,058	3,830	2,093	614

Census Statistics.

Pepin	1,345	1,269	2,614	1,211	939	73
Pierce	3,927	3,794	7,721	4,046	3,090	78
Polk	2,745	2,501	5,246	2,550	1,972	76
Portage	3,578	3,223	6,810	3,091	2,157	378
Price	964	821	1,885	836	683	
Racine	2,685	2,373	5,058	2,117	1,975	492
Richland	3,457	3,441	6,898	3,093	2,752	16
Rock, 1st district	2,403	2,209	6,612	2,242	1,895	45
Rock, 2d district	1,941	1,814	3,755	1,720	1,561	6
St. Croix	3,960	3,795	7,755	3,670	3,093	117
Sauk	4,828	4,475	9,303	4,012	3,517	253
Sawyer	291	243	534	229	216	46
Shawano	4,131	3,883	8,014	2,573	2,786	575
Sheboygan	4,637	4,443	9,080	4,073	3,690	552
Taylor	1,424	1,273	2,697	1,396	1,077	134
Trempealeau	3,914	3,595	7,509	3,513	2,583	135
Vernon	4,900	4,868	9,768	4,687	3,858	58
Walworth	3,464	3,234	6,698	3,105	2,851	49
Washburn	484	464	948	504	472	
Washington	4,455	4,306	8,761	4,096	2,930	1,100
Waukesha	5,310	5,060	10,370	5,167	4,398	364
Waupaca	4,399	4,231	8,630	4,075	3,170	269
Waushara	2,695	2,444	5,139	2,626	2,320	52
Winnebago	2,953	2,755	5,708	2,739	2,254	242
Wood	3,469	3,206	6,675	3,334	2,034	711

ENROLLMENT AND ATTENDANCE—1891-92.

COUNTIES — Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendance of all pupils in days.	Days taught aggregate.
	No. between 4 and 20.	Under 4.	Over 20.	*Total No. who have attended Pub. Sch.*			
				Male.	Female.		
Totals	270,325	362	637	138,627	132,767	22,635,877	922,392
Adams	2,081	1	2	1,075	1,002	158,530	12,630
Ashland	1,580	1	.....	853	795	143,428	5,631
Barron	3,601	11	8	1,916	1,824	229,291	17,326
Bayfield	904	.....	3	477	433	78,736	2,078
Brown	5,124	6	6	2,664	2,440	402,150	17,232
Buffalo	4,056	.....	13	2,110	1,959	354,320	17,018
Burnett	1,154	2	5	571	577	59,616	3,903
Calumet	3,510	2	.....	1,863	1,699	322,814	15,220
Chippewa	4,167	38	23	1,660	1,968	326,814	21,265
Clark	4,746	3	8	2,408	2,339	444,930	20,960
Columbia	5,524	12	26	2,885	2,708	469,630	29,723
Crawford	3,575	2	11	1,800	1,788	275,066	18,712
Dane { 1st. Dist	5,164	6	13	3,051	2,979	488,177	30,960
Dane { 2d. Dist	4,704	3	21	2,484	2,235	391,492	23,846
Dodge	8,208	17	25	4,304	3,837	753,201	38,274
Door	3,507	6	10	1,803	1,720	286,609	10,616
Douglas	411	.....	4	210	205	48,735	2,758
Dunn	4,827	1	25	2,454	2,399	352,169	19,656
Eau Claire	3,409	.....	12	1,752	1,647	394,588	13,493

Enrollment and Attendance.

Florence	583	.....	.....	286	297	72,550	2,638
Fond du Lac	6,032	10	17	3,184	2,808	518,930	35,960
Forest	167	1	1	89	96	11,430	1,725
Grant	9,816	3	32	4,823	4,661	368,083	41,230
Green	4,793	12	14	2,371	2,118	483,977	24,599
Green Lake	2,550	2	4	1,347	1,238	198,366	14,148
Iowa	5,267	7	1	2,669	2.623	369,568	22,536
Jackson	4,674	2	16	2,341	2,307	363,264	12.703
Jefferson	5,956	4	6	3,052	2,894	573.260	26,756
Juneau	4,698	19	19	2,391	2,345	418,693	13,000
Kenosha	1,722	.....	4	845	860	116,760	11.446
Kewaunee	4,217	14	5	2,180	2,056	395,441	12,962
La Crosse	2,695	2	.....	1,425	1.298	240,990	12,630
La Fayette	5,331	14	36	2,635	2,647	646,706	25,021
Langlade	1,200	2	.....	568	547	105,145	8,541
Lincoln	891	1	.....	410	482	67,990	4,275
Manitowoc	7,627	6	3	4,077	3,559	791,883	23,417
Marathon	5,207	13	1	2,886	2,713	420,580	23,385
Marinette	2,090	2	1	973	1.120	179,467	4,946
Marquette	2,327	4	5	1,254	1,082	200,598	12,699
Milwaukee	4,324	.....	1	2,239	2,009	398,525	13,770
Monroe	6,280	2	13	3,363	3,231	.....	26,285
Oconto	2,685	9	.....	1,407	1,278	215,133	9,500
Oneida	1,213	1	2	614	602	120,775	3,347
Outagamie	4,927	4	6	2,521	2,412	400,619	20,080
Ozaukee	2,911	.....	1	1,595	1,330	283,607	11,420
Pepin	1,792	.....	4	865	897	137,633	7,190
Pierce	5,515	31	15	2,659	2,703	383,264	3,890
Polk	3,683	6	13	1,936	1,766	266,007	14,446
Portage	3,696	3	7	1,860	1,792	254,710	12,965
Price	1,134	.....	1	662	583	102,590	7,430
Racine	2,543	2	1	988	1,061	210,980	16,720
Richland	5,699	2	32	2,788	2,945	448,450	23,364
Rock, 1st. Dist.	3,253	1	6	1,665	1,595	332,260	21,035
Rock, 2d. Dist.	2,616	3	2	1,299	1,312	224,382	19,380
St. Croix	5,341	.....	7	2,696	2,650	452,484	153

ENROLLMENT AND ATTENDENCE — 1891-92.—Continued.

COUNTIES — Exclusive of cities under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.					Attendance of all pupils in days.	Days taught aggregated.
	No. between 4 and 20.	Under 4.	Over 20.	*Total No. who have attended Pub. Sch.*			
				Male.	Female.		
Sauk	6,177	2	22	3,225	3,071	511,588	31,805
Sawyer	506	13	1	278	242	48,434	2,819
Shawano	4,253	4	6	2,493	2,204	275,246	14,931
Sheboygan	5,542	11	27	2,312	2,669	521,417	25,210
Taylor	1,532	4	.....	845	741	151,948	8,763
Trempealeau	4,760	4	9	2,390	2,156	316,151	16,991
Vernon	7,138	4	40	3,734	3,632	606,427	22,250
Walworth	5,432	4	1	2,875	2,651	560,057	28,181
Washburn	788	.....	.....	413	384	43,559	2,831
Washington	4,804	2	2	2,446	2,289	443,415	22,690
Waukesha	7,088	1	12	3,620	3,475	675,158	30,848
Waupaca	5,598	6	6	2,717	2,881	448,646	23,599
Waushara	3,719	7	13	2,005	1,876	280,230	2,315
Winnebago	3,957	8	6	2,096	1,875	344,914	22,257
Wood	3,724	.....	1	1,875	1,850	328,291	10,617

Teachers and Superintendents.

COUNTIES — Exclusive of cities under city superintendents.	TEACHERS EMPLOYED.			TEACHERS' AVERAGE WAGES.		SUPERINTENDENTS' VISITS.	
	Male.	Female.	Total.	For males.	For females.	Schools visited.	No. visits made.
Totals	2,089	8,443	10,532	$45 00	$29 40	5,792	9,226
Adams	14	124	138	34 00	20 00	69	120
Ashland	7	48	55	73 00	42 00	33	42
Barron	43	149	193	51 00	27 00	103	200
Bayfield	5	21	26	50 00	40 00	24	60
Brown	29	68	97	42 00	30 00	86	142
Buffalo	47	84	131	41 00	28 00	95	137
Burnett	7	37	44	35 00	35 00	24	32
Calumet	22	64	86	51 00	28 00	67	253
Chippewa	35	220	255	40 00	30 00	135	138
Clark	36	184	220	43 00	30 00	129	195
Columbia	49	227	276	41 40	24 32	144	240
Crawford	26	143	169	35 00	23 00	100	150
Dane. 1st Dist.	33	186	219	44 00	29 00	126	155
Dane. 2d Dist.	41	175	219	53 00	26 00	135	141
Dodge	75	194	269	43 00	30 00	169	207
Door	23	51	74	38 00	30 00	66	143
Douglas	4	17	21	42 00	41 40	17	38
Dunn	39	170	209	38 00	28 00	130	203
Eau Claire	11	128	139	57 00	29 00	75	148
Florence	3	15	18	55 00	42 60	12	22
Fond du Lac	45	230	275	43 00	25 00	160	182
Forest	1	17	18	35 00	30 00	12	22

TEACHERS AND SUPERINTENDENTS — 1891-92 — Continued.

Counties — Exclusive of cities under city superintendents.	Teachers Employed.			Teachers' Average Wages.		Superintendents' Visits.	
	Male.	Female.	Total.	For males.	For females.	Schools visited.	No. visits made.
Grant	53	330	381	$48 60	$25 00	150	170
Green	53	243	296	39 70	34 25	131	215
Green Lake	25	94	119	31 24	24 05	80	138
Iowa	33	179	213	46 00	24 50	70	73
Jackson	42	142	184	39 00	28 00	109	170
Jefferson	34	177	211	57 00	27 00	91	106
Juneau	25	164	189	52 00	25 00	87	136
Kenosha	23	60	83	39 00	32 00	63	146
Kewaunee	35	38	73	40 00	30 00	67	109
La Crosse	25	74	99	43 00	26 00	66	148
La Fayette	43	185	228	42 00	25 00	60	76
Langlade	6	84	90	35 00	31 00	60	98
Lincoln	8	41	49	35 00	32 00	45	83
Manitowoc	57	98	155	49 50	34 00	107	130
Marathon	66	132	198	40 00	31 00	198	163
Marinette	12	37	49	49 80	34 80	42	115
Marquette	13	86	99	38 00	22 00	64	161
Milwaukee	38	63	101	55 00	38 00	68	178
Monroe	42	199	241	44 00	24 00	138	173
Oconto	15	61	76	.....	.....	58	137
Oneida	5	28	33	82 00	42 00	26	40
Outagamie	23	143	166	42 00	28 00	121	196
Ozaukee	42	30	72	51 04	33 30	59	152
Pepin	13	61	74	43 00	27 00	50	97

Teachers and Superintendents.

Pierce	54	148	202	40 00	30 00	106	142
Polk	29	124	153	41 00	30 00	103	210
Portage	20	139	159	40 00	24 00	91	135
Price	10	65	75	55 00	37 00	.....	.....
Racine	16	81	97	32 00	24 00	75	125
Richland	55	209	264	41 00	24 00	115	130
Rock. 1st Dist.	26	148	174	49 00	29 00	84	260
Rock. 2d Dist.	10	148	158	46 00	27 00	86	158
St. Croix	42	170	212	46 60	33 32	114	162
Sauk	47	193	240	38 00	28 00	.....	.....
Sawyer	4	27	31	70 80	39 00	17	53
Shawano	27	109	136	33 16	28 52	92	115
Sheboygan	51	126	180	50 00	28 00	132	147
Taylor	11	66	77	40 00	30 00	64	78
Trempealeau	33	125	158	44 00	26 00	84	163
Vernon	66	222	288	37 00	23 00	158	178
Walworth	58	203	254	53 00	29 00	115	130
Washburn	7	22	29	51 00	33 00	15	17
Washington	42	93	136	52 00	29 00	102	160
Waukesha	46	166	212	60 00	28 00	121	175
Waupaca	33	149	182	39 00	27 00	141	105
Waushara	28	161	189	34 00	22 00	102	205
Winnebago	24	154	178	41 53	25 50	106	128
Wood	24	94	118	54 00	29 00	88	130

TEACHERS' CERTIFICATES.—1891-92.

COUNTIES — Exclusive of cities under city superintendents.	CERTIFICATES GRANTED BY COUNTY SUP'T.							Applicants refused certificates.	Limited certificates granted.	Teachers holding state certificates.	Normal teachers graduates.	Normal teachers non-graduates.
	1st Grade.		*2nd Grade.*		*3rd Grade.*		Total.					
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.						
TOTAL	198	194	201	743	1,437	6,352	9,095	4,421	1,569	159	147	1414
Adams	.....	.....	.....	4	14	90	108	.....	10	.....	.....	10
Ashland	2	2	1	1	2	50	58	8	4	3	2	7
Barron	2	2	3	9	21	98	135	51	25	1	1	10
Bayfield	3	5	2	5	2	11	28	2	3	3	2	4
Brown	1	.....	8	14	7	71	101	70	3	.....	1	26
Buffalo	4	2	7	11	35	45	104	67	2	1	1	19
Burnett	.....	1	.....	1	3	27	38	3	6	.....	.....	9
Calumet	2	.....	2	2	19	92	117	40	68	1	4	32
Chippewa	4	3	3	17	16	93	202	119	63	.....	.....	.....
Clark	1	1	3	8	23	153	189	45	4	3	2	15
Columbia	4	3	7	13	39	176	242	134	22	6	.....	.....
Crawford	5	4	2	4	28	122	165	77	69	.....	.....	6
Dane — 1st dist	2	4	3	8	29	182	228	86	28	2	1	50
Dane — 2nd dist	1	6	7	12	31	128	185	143	28	4	3	10
Dodge	6	13	7	41	40	100	207	164	14	5	8	39
Door	.....	2	4	3	11	32	52	45	9	.....	.....	10
Douglas	.....	2	1	3	6	15	27	3	8	.....	.....	.....
Dunn	5	4	1	16	15	78	119	86	26	2	2	27
Eau Claire	9	6	....	8	4	83	110	80	18	5	5	7

Teachers' Certificates.

Florence	.....	.....	1	5	2	11	16	.....	4	1	2	6
Fond du Lac	1	1	1	4	46	129	182	92	56	4	2	100
Forest	.....	.....	2	1	12	12	27	.....	2	.....	1	3
Grant	6	7	14	35	45	259	366	.....	6	.....	.....	.....
Green	4	9	2	24	34	173	246	59	47	2	.....	13
Green Lake	1	1	4	7	26	73	112	44	4	.....	.....	25
Iowa	4	4	2	2	37	193	242	90	119	3	5	.....
Jackson	3	4	4	11	24	105	151	79	29	3	4	12
Jefferson	2	1	5	5	14	137	164	137	40	10	6	60
Juneau	2	3	2	16	25	130	178	109	47	.....	.....	.....
Kenosha	1	1	2	.....	19	51	74	28	10	3	.....	30
Kewaunee	.....	.....	7	5	40	42	94	38	2	3	5	20
La Crosse	3	4	2	19	.....	50	78	35	2	2	1	4
La Fayette	6	9	7	20	24	150	216	76	18	2	3	51
Langlade	1	4	2	7	5	48	67	23	4	.....	.....	9
Lincoln	.....	.....	2	3	5	55	65	18	22	.....	.....	7
Manitowoc	2	.....	6	11	57	84	160	90	.....	4	1	30
Marathon	1	.....	2	7	46	102	158	67	12	1	.....	48
Marinette	.....	.....	1	3	3	19	26	22	24	4	4	14
Marquette	2	1	1	4	9	59	76	51	21	.....	1	13
Milwaukee	9	2	3	3	26	59	102	46	.....	10	7	46
Monroe	16	13	20	42	29	89	209	191	17	6	.....	.....
Oconto	.....	.....	1	7	11	59	78	49	18	.....	.....	14
Oneida	.....	1	1	2	5	22	31	2	4	.....	3	10
Outagamie	2	1	2	11	23	120	159	119	.....	1	.....	31
Ozaukee	2	.....	2	3	38	31	76	14	4	2	1	30
Pepin	2	3	2	12	9	33	61	20	.....	.....	.....	.....
Pierce	9	4	22	26	22	92	175	142	.....	3	10	20
Polk	3	1	.....	6	14	63	87	74	37	.....	.....	16
Portage	4	5	3	18	23	139	192	66	.....	.....	.....	10
Price	.....	1	2	5	4	34	46	7	4	2	4	6
Racine	4	1	4	11	11	80	111	43	41	1	3	27
Richland	3	3	5	11	49	186	257	145	86	3	2	12
Rock — 1st dist.	3	8	10	19	15	100	155	34	50	2	5	20
Rock — 2nd dist.	4	5	2	14	20	149	194	67	.....	2	2	40
St. Croix	4	.....	8	16	24	132	184	60	1	2	4	60

TEACHERS' CERTIFICATES.—1891-92—Continued.

Counties — Exclusive of cities under city superintendents.	Certificates Granted by County Sup't.							Applicants refused certificates.	Limited certificates granted.	Teachers holding state certificates.	Normal teachers graduates.	Normal teachers non-graduates.
	1st Grade.		2nd Grade.		3rd Grade.		Total.					
	To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.						
Sauk	4	4	12	20	30	180	250	150	27	7	2	18
Sawyer	.....	.....	1	5	2	10	18	6	5	1	2	1
Shawano	1	5	4	6	14	74	104	70	25	.....	.....	30
Sheboygan	5	2	9	11	30	115	172	70	37	6	4	11
Taylor	1	.....	1	2	7	73	84	20	33	2	2	5
Trempealeau	5	8	18	14	31	83	159	164	2	2	4	10
Vernon	3	3	10	22	24	64	126	114	98	5	4	10
Walworth	4	3	5	13	33	158	216	76	11	6	10	52
Washburn	1	1	3	2	1	20	28	4	6	2	2	2
Washington	4	2	3	6	22	63	100	17	5	3	.....	34
Waukesha	7	2	5	24	39	176	253	46	3	8	5	75
Waupaca	4	2	4	12	20	133	175	60	39	2	1	.....
Waushara	.....	.....	1	10	20	98	129	78	12	2	2	12
Winnebego	2	1	6	12	13	96	130	107	80	2	1	87
Wood	2	4	2	9	10	93	120	58	45	2	.....	.....

Financial Receipts.

FINANCIAL RECEIPTS — 1891-92.

COUNTIES — Exclusive of cities under city superintendent.	From money on hand June 30, 1891.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Total	$887,944 17	$1,222,144 55	$161,787 44	$547,890 72	$618,613 26	$360,001 69	$3,798,381 83
Adams	$4,672 78	$6,408 11	$3,570 22	.....	$4,118 77	$1,969 14	$19,839 02
Ashland	7,923 95	.....	32,992 35	$3,657 26	2,731 14	2,003 00	48,307 69
Barron	14,910 95	23,294 66	1,135 54	6,749 17	8,876 60	5,594 65	60,561 57
Bayfield	14,191 89	8,125 74	15,300 00	1,596 27	2,219 05	1,304 34	42,737 29
Brown	24,311 98	7,922 95	498 08	12,961 09	12,308 37	1,912 73	59,915 20
Buffalo	9,268 01	15,802 13	728 65	9,661 35	9,617 12	8,593 86	53,671 12
Burnett	5,191 81	4,960 15	1,170 62	2,090 86	2,034 40	471 46	15,919 30
Calumet	12,774 15	10,217 18	388 59	9,195 60	9,583 43	3,049 59	45,208 54
Chippewa	19,897 22	19,562 51	18,919 14	8,725 64	10,224 69	3,014 70	80,343 93
Clark	21,223 99	35,349 05	.....	9,560 35	9,158 52	5,628 67	80,920 58
Columbia	10,613 31	26,468 33	.....	9,106 41	11,133 89	6,872 58	64,194 52
Crawford	7,625 34	10,307 74	.....	6,821 76	8,734 59	1,604 63	35,094 06
Dane, 1st Dist	17,129 81	29,399 99	431 08	11,360 41	11,733 80	2,117 29	72,172 38
Dane, 2nd Dist	13,608 21	18,216 93	.....	10,019 97	10,018 15	2,501 00	54,364 26
Dodge	25,504 23	32,939 88	502 88	18,057 53	19,078 87	7,555 63	103,638 99
Door	10,492 63	7,743 88	.....	7,828 65	10,911 39	1,404 68	38,381 53
Douglas	2,888 34	1,060 00	15,018 99	796 43	339 29	9,335 12	29,438 17
Dunn	14,316 46	19,316 26	487 71	8,828 62	10,626 65	4,740 55	58,316 25
Eau Claire	11,191 34	18,829 98	10 00	6,136 80	7,607 48	2,340 22	46,115 82
Florence	4,080 37	4,480 68	5,000 00	780 10	1,041 66	2,515 82	17,898 63
Fond du Lac	19,650 80	23,379 55	.....	14,108 76	13,461 64	3,056 63	73,657 38
Forest	666 95	.....	3,850 00	156 68	314 77	119 64	5,108 07

FINANCIAL RECEIPTS — 1891-92 — Continued.

COUNTIES — Exclusive of cities under city superintendent.	From money on hand June 30, 1891.	From taxes levied at district school meeting.	From taxes levied at annual town meeting.	From taxes levied by county board of supervisors.	From state school fund income.	From all other sources.	Total amount received during the year.
Grant	$22,584 70	$45,485 32	$1,068 74	$17,570 94	$21,590 44	$9,483 72	$117,864 07
Green	10,775 26	23,050 87	.....	7,903 47	9,023 44	2,916 07	53,069 11
Green Lake	8,037 40	9,114 26	.....	5,262 51	6,421 99	481 21	29,317 37
Iowa	9,835 07	19,381 29	.....	9,335 09	10,253 26	10,009 57	58,814 28
Jackson	16,884 28	20,731 85	622 93	8,639 27	8,637 96	5,286 42	60,802 71
Jefferson	19,922 18	36,573 93	.....	13,454 63	12,906 11	13,083 57	95,940 42
Juneau	13,358 05	18,968 56	3,839 81	7,328 15	8,207 86	7,899 45	59,601 68
Kenosha	4,061 82	12,951 21	.....	4,113 50	4,601 71	899 26	26,645 50
Kewaunee	9,259 35	7,242 32	347 69	10,103 05	11,841 76	1,369 24	40,163 41
La Crosse	9,017 09	12,817 03	40 00	5,754 11	6,558 11	1,330 37	35,557 71
La Fayette	11,672 70	29,478 48	100 00	9,321 60	9,337 05	3,235 02	63,144 85
Langlade	8,665 98	15,009 41	1,250 00	2,025 69	2,127 42	1,278 98	30,357 48
Lincoln	4,227 26	6,458 40	4,600 00	1,750 60	2,838 21	1,817 29	21,691 76
Manitowoc	30,111 66	37,500 54	707 15	20,115 58	20,772 53	27,753 71	137,050 17
Marathon	28,312 68	25,525 29	1,525 21	10,359 93	13,269 97	7,914 85	86,907 93
Marinette	7,752 29	13,733 17	1,723 27	3,970 18	4,560 87	2,960 03	34,699 81
Marquette	5,399 98	6,397 36	.....	4,813 22	6,009 29	974 05	24,000 10
Milwaukee	25,212 54	27,062 67	.....	14,020 87	11,684 23	11,997 24	89,975 55
Monroe	14,242 24	24,835 75	.....	11,502 73	14,055 30	10,962 00	75,598 02
Oconto	11,341 91	12,897 68	511 06	5,451 10	5,987 30	8,222 53	44,411 59
Oneida	7,463 49	.....	18,800 00	356 84	2,275 64	11,410 00	40,306 07
Outagamie	14,675 11	3,780 75	770 67	10,658 60	11,689 25	3,720 55	45,294 94
Ozaukee	11,930 26	11,620 67	24 06	8,193 49	7,440 44	4,381 08	43,591 00
Pepin	4,908 77	7,424 51	.....	3,440 72	5,814 54	574 19	22,162 73
Pierce	16,464 42	23,868 56	727 87	9,978 59	13,804 18	6,757 79	71,601 41
Polk	11,790 72	18,987 87	525 75	7,252 46	9,362 67	4,471 37	52,340 84

Financial Receipts.

Portage	18,030 53	8,822 44	.....	8,433 73	9,487 51	2,663 04	48,254 55
Price	5,530 31	17,815 30	6,520 00	597 60	1,692 71	10,726 28	42,882 21
Racine	9,331 75	12,990 96	.....	6,572 57	7,369 89	1,689 01	37,934 84
Richland	11,763 01	19,498 50	.....	10,265 59	10,276 75	4,866 14	56,669 99
Rock { 1st Dist.	12,431 90	23,753 14	318 45	5,728 97	5,839 44	4,388 48	52,463 38
Rock { 2nd Dist.	7,919 04	21,557 24	35 41	5,090 02	4,745 18	1,072 94	40,419 83
St. Croix	15,803 93	31,141 68	174 16	9,579 96	10,035 27	13,838 44	80,573 44
Sauk	20,109 40	25,912 15	515 85	12,654 51	14,065 84	8,928 94	82,186 69
Sawyer	.....	.....	10,000 00	947 48	1,150 27	1,345 10	13,442 85
Shawano	17,047 91	14,047 28	.....	10,547 44	14,459 74	4,371 33	60,483 70
Sheboygan	13,714 84	17,885 76	143 65	11,810 60	15,434 24	4,186 21	63,175 30
Taylor	10,767 67	14,378 52	4,395 00	2,122 71	3,397 16	1,475 92	36,536 98
Trempealeau	14,088 28	14,967 51	.....	9,973 81	12,344 15	8,580 49	59,954 24
Vernon	14,758 68	19,063 44	.....	12,975 89	16,781 02	5,194 07	68,772 10
Walworth	14,393 91	49,337 50	32 77	9,901 23	9,880 38	15,648 30	99,194 09
Washburn	5,789 16	8,821 31	1,700 00	718 90	305 55	3,588 47	20,923 39
Washington	10,563 59	17,964 97	583 27	11,600 91	12,883 81	2,303 31	55,898 86
Waukesha	20,656 06	48,275 00	.....	13,855 04	13,514 45	11,536 39	107,837 93
Waupaca	14,966 35	17,911 36	.....	11,483 48	13,517 73	3,309 60	61,188 52
Waushara	10,302 75	9,347 14	44 00	6,651 71	8,529 46	2,401 95	37,277 07
Winnebago	9,824 17	15,345 53	117 77	7,367 03	7,734 13	3,168 58	43,557 21
Wood	20,695 50	20,584 45	20 75	8,016 75	8,263 76	6,723 91	64,305 12

FINANCIAL DISBURSEMENTS.— 1891-92.

Counties — Exclusive of cities under city superintendent.	For building and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1892.
Total	$400,694 49	$59,032 32	$544,527 92	$1,279,262 33	$132,535 00	$63,058 20	$383,382 47	$2,862,492 73	$935,889 10
Adams	1,677 45	463 40	2,066 00	8,964 10	252 52	825 75	1,429 84	15,679 06	4,159 96
Ashland ...	7,976 28	578 15	3,160 00	15,586 00	.....	1,560 54	4,551 93	30,140 34	11,930 41
Barron	4,546 77	1,108 62	8,393 50	18,554 86	742 45	953 29	5,364 43	39,673 92	20,887 65
Bayfield	12,587 24	460 29	1,882 00	8,278 25	1,175 00	736 70	6,625 48	31,744 96	10,992 33
Brown	5,179 24	1,132 47	10,494 50	15,937 05	886 95	988 24	5,790 00	40,319 36	19,595 84
Buffalo. ...	10,156 22	1,193 09	11,592 55	12,044 00	1,802 59	359 59	3,857 14	41,010 18	12,660 94
Bu nett ...	1,655 61	163 56	1,128 50	5,106 82	998 23	384 77	1,680 58	11,118 10	4,801 20
Calumet ...	5,869 39	414 27	6,836 00	14,090 00	1,239 21	609 64	4,793 35	33,833 85	45,204 69
Chippewa ..	6,399 59	1,219 30	6,329 14	31,428 40	1,432 00	1,498 45	6,487 47	54,794 35	25,549 58
Clark.	5,937 33	1,753 45	9,484 75	25,558 50	2,634 56	1,493 70	8,449 72	55,317 21	25,603 36
Columbia...	5,338 73	808 64	11,480 60	24,544 00	1,956 48	1,124 26	6,253 87	51,506 58	12,687 94
Crawford ..	1,787 65	564 58	4,978 00	13,866 15	1,127 74	242 66	2,706 49	20,273 27	9,820 79
Dane— 1st dist...	3,281 54	636 28	8,011 50	29,026 87	2,903 90	891 82	7,581 73	52,323 64	19,848 74
Dane— 2d dist ...	2,822 23	594 01	8,594 25	23,722 45	1,671 25	616 52	4,139 62	42,160 33	12,203 93
Dodge	6,712 10	1,412 75	18,775 66	37,525 00	3,491 02	1,445 73	11,711 47	81,073 .3	22,565 26
Door.... ...	2,672 19	415 92	7,194 20	10,754 75	525 13	703 94	3,927 12	26,193 25	12,188 28
Douglas....	9,164 87	1,335 66	959 00	5,196 00	2,013 54	2,195 00	6,538 43	27,402 50	2,035 67
Dunn	5,749 37	859 54	6,746 00	21,678 06	1,637 22	718 89	4,162 95	41,542 03	16,774 22
Eau Claire..	4,055 39	570 38	4,419 00	18,470 70	1,604 47	792 45	5,200 36	35,212 75	10,903 07
Florence ...	2,456 99	650 69	1,150 00	4,873 75	1,008 80	159 20	3,630 21	13,929 64	3,968 99
Fond du Lac	4,492 62	1,061 58	10,536 50	29,413 87	1,576 66	1,102 62	7,051 70	55,236 55	18,420 80

Financial Disbursements.

Forest.....	248 11	20 00	210 00	2,808 75	75 00	43 76	646 36	4,031 98	1,076 09
Grant.....	9,828 35	1,525 43	14,800 25	46,647 60	3,070 95	1,849 98	12,634 40	94,347 44	24,053 25
Green.. ...	3,529 00	518 16	8,450 38	20,966 02	3,266 45	763 06	4,203 35	41,696 92	11,372 19
Green Lake.	1,465 36	451 46	4,488 40	10,936 85	1,961 10	662 22	2,158 16	21,125 55	8,191 82
Iowa.....	5,365 49	329 80	8,891 65	23,798 35	4,826 22	1,105 38	5,396 85	49,713 74	9,100 54
Jackson....	3,780 58	614 97	9,061 58	19,843 30	569 11	843 75	5,631 69	40,344 73	20,457 98
Jefferson. .	15,035 82	1,614 34	11,727 97	33,416 70	3,705 16	1,266 00	11,212 05	77,978 09	17,962 38
Juneau.....	5,105 58	579 51	8,414 00	22,534 15	3,086 62	951 17	6,158 28	43,829 31	12,772 27
Kenosha ...	1,695 40	376 32	5,860 50	11,361 58	193 78	383 38	1,990 97	21,866 93	4,778 57
Kewaunee .	2,394 48	747 79	11,820 47	9,324 25	788 44	776 60	4,312 17	30,164 20	9,999 21
La Crosse...	4,253 24	957 69	6,579 00	11,319 43	871 99	971 62	2,615 38	27,568 35	7,988 36
LaFayette..	3,243 41	1,089 72	12,387 60	25,431 75	1,093 23	1,172 63	7,338 24	51,756 58	11,388 27
Langlade...	3,068 22	927 21	992 52	13,078 52	855 48	556 95	2,093 80	21,572 58	8,784 80
Lincoln	2,323 15	788 88	2,172 00	7,592 00	997 02	153 10	2,628 58	16,654 70	5,037 53
Manitowoc..	39,867 67	1,125 71	24,563 93	29,578 60	1,070 39	1,940 78	12,501 12	110,647 60	26,402 57
Marathon...	6,755 83	2,245 76	16,048 20	21,100 74	2,995 20	1,806 92	6,463 93	57,416 58	29,491 35
Marinette ..	3,988 90	355 70	5,549 50	9,273 05	2,189 63	259 83	3,686 10	25,302 71	9,397 10
Marquette..	1,742 33	296 76	3,281 00	9,590 86	1,520 21	268 74	1,838 33	18,754 22	5,245 88
Milwaukee .	7,594 49	1,153 46	18,450 70	19,135 80	6,393 70	575 19	9,974 38	63,277 72	26,697 83
Monroe	4,854 64	1,006 87	10,493 10	26,657 31	1,967 16	895 21	7,193 19	53,067 48	22,530 54
Oconto. ...	9,632 17	1,249 17	4,760 00	11,294 04	1,353 42	1,165 40	3,834 91	33,289 11	11,122 48
Oneida.....	4,354 51	347 73	2,825 00	9,388 75	12,446 29	1,128 88	8,402 38	38,593 54	1,712 53
Outagamie .	4,984 65	1,119 29	5,687 00	22,192 00	1,549 07	742 38	5,655 06	41,929 45	3,365 48
Ozaukee ...	3,055 15	894 68	15,684 00	8,158 00	66 41	598 22	3,743 32	32,199 78	11,391 22
Pepin	1,358 88	205 38	3,693 00	8,390 75	445 61	332 19	1,897 63	16,323 44	5,839 29
Pierce.....	7,192 90	296 04	11,164 88	21,006 80	3,439 45	1,547 32	7,545 66	52,193 05	19,408 36
Polk	5,771 18	823 59	6,388 66	17,105 94	631 25	828 04	4,994 29	36,542 95	15,797 89
Portage	3,799 03	760 60	4,492 00	14,931 00	705 12	1,155 23	3,310 68	29,470 29	18,784 16
Price.....	11,198 22	633 68	3,336 88	13,514 41	1,632 75	582 28	8,020 92	38,919 14	4,132 00
Racine.....	1,939 11	794 47	4,564 50	17,511 49	167 40	506 16	2,921 56	30,426 44	7,508 40
Richland...	5,195 95	494 75	8,382 01	20,744 32	3,132 43	679 41	6,009 66	44,638 53	12,031 46
Rock— 1st dist...	5,921 84	377 11	5,885 80	20,259 07	1,356 48	484 65	5,600 37	39,985 32	12,478 06
Rock— 2d dist ...	961 84	569 61	2,715 33	20,669 87	1,278 82	141 00	4,177 86	30,514 33	9,905 56
St. Croix...	13,994 98	1,100 12	10,228 35	28,483 65	1,787 09	1,494 34	7,964 54	65,053 07	15,520 37

FINANCIAL DISBURSEMENTS, 1891-92 — Continued.

Counties — Exclusive of cities under city superintendent.	For building and repairing.	For apparatus.	For services of male teachers.	For services of female teachers.	For old indebtedness.	For school furniture.	For all other purposes.	Total amount paid out during year.	Money on hand June 30, 1892.
Sauk.....	$15,480 59	$1,021 62	$10,059 50	$28,466 14	$3,083 52	$1,032 82	$6,701 19	$65,843 38	$16,343 31
Sawyer ...	652 30	249 46	1,720 80	5,236 00	.....	299 70	625 40	8,783 66	4,659 19
Shawano...	3,186 92	1,116 06	6,013 00	16,388 05	3,123 60	1,114 78	6,474 75	37,717 16	22,766 54
Sheboygan .	4,072 14	805 52	14,709 57	20,787 00	1,338 02	702 62	5,694 84	48,109 71	15,065 59
Taylor	5,617 22	465 93	3,654 25	11,997 38	1,085 43	1,361 77	3,210 09	27,392 07	9,144 91
Trempeale'u	9,121 72	836 25	8,326 63	18,458 25	569 54	1,185 64	6,579 76	45,077 79	14,876 45
Vernon	3,597 70	1,473 32	10,676 98	25,505 78	1,791 82	1,668 67	8,172 25	52,886 52	15,8[illegible]5 58
Walworth..	9,217 34	654 85	14,064 60	37,578 94	4,868 34	1,448 95	10,005 69	77,838 71	21,345 38
Washburn .	3,426 57	2,332 92	2,075 00	5,305 80	577 44	601 30	3,061 49	17,380 52	3,542 87
Washington	3,090 34	1,680 90	16,206 45	17,619 80	959 51	644 94	6,233 40	46,435 34	9,463 52
Waukesha .	12,209 19	833 55	15,288 25	35,230 69	8,864 32	1,282 07	10,723 30	84,431 37	23,406 56
Waupaca ..	4,358 21	1,434 91	7,106 00	23,180 80	1,390 36	1,168 20	4,948 77	43,587 25	17,601 27
Waushara..	2,123 84	891 41	4,070 05	14,785 62	553 34	508 80	3,545 66	26,478 72	10,798 35
Winnebago.	3,334 53	582 37	5,259 75	19,102 45	274 20	684 68	4,592 32	33,830 30	9,726 91
Wood	5,187 19	869 76	7,996 50	16,954 35	2,896 40	1,306 74	6,122 60	41,333 54	22,971 58

APPARATUS—PRIVATE SCHOOLS (Not Incorporated).—1891-92.

COUNTIES — Exclusive of cities under city superintendents.	APPARATUS.				PRIVATE SCHOOLS.							
	No. of districts supplied with outline maps.	Number of districts supplied with a globe.	No. of schools organized in accordance with the manual of the course of study.	Cash value of apparatus in the schools including maps, globes, etc.	No. of such schools in the county.	No of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public schools.	Whole number of daily attendance of different pupils.	No. between 7 and 13 years in attendance upon.	No. districts that observed arbor day.	No. of trees planted.
Totals	4,242	2,547	3,469	393,176	376	225	264	11,369	919,475	9,822	2,408	18,358
Adams	36	15	66	2,230	.....	.....	.....	.....	.....	.....	31	90
Ashland	26	25	10	4,220	3	2	2	275	52,500	250	.....	.....
Barron	63	80	32	9,307	2	.....	5	9	3,453	38	23	130
Bayfield	9	7	9	1,325	5	.....	3	.....	.....	.....	5	22
Brown	52	39	26	8,806	11	3	11	1,143	47,470	369	27	244
Buffalo	72	51	53	5,418	6	3	4	80	1,220	17	37	288
Burnett	22	19	9	3,674	.....	.....	.....	.....	.....	.....	15	77
Calumet	46	55	62	4,864	10	3	7	282	10,611	385	63	470
Chippewa	95	.....	70	11,397	6	1	2	115	8,441	123	60	610
Clark	101	96	80	12,903	6	4	3	45	.....	87	22	280
Columbia	67	67	110	4,600	3	2	1	10	2,840	29	5	56
Crawford	61	65	37	3,723	2	2	.....	27	710	.....	52	.....
Dane, 1st dis.	113	89	101	6,345	7	7	.....	99	900	112	97	252
Dane, 2d dis.	97	75	52	4,760	7	2	8	332	16,690	233	46	116
Dodge	128	97	190	7,508	27	21	7	313	56,780	660	126	1,494
Door	48	37	65	6,201	2	.....	2	.....	.....	.....	39	442

APPARATUS — PRIVATE SCHOOLS (Not Incorporated). —1891-92.

Counties — Exclusive of cities under city superintendents.	Apparatus.				Private Schools.							
	No. of districts supplied with outline maps.	No. of districts supplied with a globe.	No of schools organized in accordance with the manual of the course of study.	Cash value of apparatus in the schools including maps, globes, etc.	No. of such schools in the county.	No. of male teachers engaged in such schools.	No. of female teachers engaged in such schools.	No. of pupils registered in them that have not attended public schools.	Whole number of daily attendance of different pupils.	No. between 7 and 13 years in attendance upon.	No. districts that observed arbor day.	No. of trees planted.
Douglas	13	13	17	5,618	.....	.....	.....	.....	.....	.....	1	11
Dunn	98	91	58	8,782	3	3	.....	.....	1,320	.....	36	274
Eau Claire	46	53	62	7,496	2	.....	.....	.....	.....	.....	50	306
Florence	9	8	1	613	.....	.....	.....	.....	.....	.....	7	16
Fond du Lac	102	70	42	6,363	19	7	19	426	68,123	725	48	345
Forest	8	9	.....	890	.....	.....	.....	.....	.....	.....	1	.....
Grant	116	67	44	9,040	8	3	9	390	13,303	294	52	318
Green	67	73	41	3,902	1	1	.....	.....	.....	2	22	115
Green Lake	37	29	16	1,915	.....	.....	.....	39	43,00	45	52	318
Iowa	74	60	57	4,843	3	3	16	155	1,200	155	29	185
Jackson	67	56	25	5,868	2	1	.....	30	439	.....	34	190
Jefferson	84	82	127	7,063	14	12	4	373	42,655	297	66	313
Juneau	54	47	47	5,432	2	1	1	24	5,562	15	42	279
Kenosha	46	31	24	2,170	.....	.....	.....	.....	.....	.....	17	126
Kewaunee	41	44	51	6,252	7	5	5	260	44,550	207	37	522
La Crosse	42	44	66	4,680	4	4	.....	37	890	25	21	212
La Fayette	73	71	40	8,020	3	2	3	6	2,140	17	34	290
Langlade	50	50	42	5,206	.....	1	1	40	4,550	.....	30	180

Apparatus — Private Schools.

Lincoln	23	18	28	3,090	.....	.....	.....	.....	.....	.....	34	388
Manitowoc	83	76	94	9,582	25	15	27	746	32,671	787	27	429
Marathon	126	117	79	13,685	7	6	2	49	15,029	380	41	274
Marinette	25	25	27	2,922	4	4	.....	.....	.....	.....	9	50
Marquette	34	23	31	1,653	5	3	3	9	1,755	25	28	328
Milwaukee	48	44	26	5,093	15	8	11	548	56,190	515	39	356
Monroe	97	71	57	3,990	1	.....	2	35	1,760	20	28	250
Oconto	40	41	35	8,532	.....	.....	.....	.....	.....	.....	.....	.....
Oneida	10	.....	18	975	.....	.....	.....	.....	.....	.....	3	90
Outagamie	76	53	41	6,690	13	6	13	158	17,456	449	52	690
Ozaukee	47	42	24	5,551	10	6	7	608	26,652	279	16	160
Pepin	26	27	39	2,734	1	.....	2	95	9,700	40	29	350
Pierce	75	69	71	8,251	2	.....	4	.....	.....	31	34	106
Polk	71	57	37	9,273	4	4	1	51	2,508	13	58	642
Portage	41	44	17	5,110	2	.....	3	200	.....	159	26	440
Price	47	44	34	5,818	.....	.....	.....	.....	.....	.....	5	24
Racine	42	41	24	3,607	5	3	6	388	8,030	336	59	381
Richland	80	77	73	6,620	.....	.....	.....	.....	.....	.....	29	120
Rock, 1st dis.	54	39	42	3,541	3	4	.....	.....	11,200	8	46	330
Rock, 2d dis.	58	56	39	3,372	2	.....	.....	.....	.....	.....	17	53
St. Croix	79	90	73	9,311	.....	.....	.....	.....	.....	.....	34	178
Sauk	112	104	108	6,964	.....	.....	.....	.....	.....	.....	127	640
Sawyer	.....	.....	6	400	.....	.....	.....	.....	.....	.....	4	24
Shawano	65	49	66	6,481	14	9	10	651	12,636	167	40	183
Sheboygan	77	50	47	5,890	19	18	5	291	46,710	338	40	439
Taylor	46	35	38	4,071	.....	.....	.....	.....	.....	.....	5	72
Trempealeau	63	64	27	.....	9	5	5	281	31,420	142	35	209
Vernon	119	118	107	12,025	9	9	.....	.....	500	.....	45	198
Walworth	79	91	55	6,282	2	1	5	.....	5	4	32	220
Washburn	17	16	15	3,450	.....	.....	.....	.....	.....	.....	11	119
Washington	81	60	54	8,950	25	11	27	501	43,436	716	36	520
Waukesha	85	68	86	6,850	10	4	9	356	37,191	231	43	200
Waupaca	76	59	117	6,930	8	5	2	56	3,556	36	54	390
Waushara	71	39	46	3,270	1	.....	1	30	1,713	30	56	463
Winnebago	52	30	18	4,550	9	5	2	60	1,975	107	23	155
Wood	45	54	37	6,436	6	6	9	746	109,344	527	17	289

TEXT BOOKS—DEPARTMENTS—TOWNSHIP LIBRARIES—DISTRICT LIBRARIES—1891-92.

Counties—Exclusive of cities under city superintendents.	Text-Books.					Departments.				Township Libraries.					District Libraries.		
	No. of districts which have adopted a list of text-books.	No. of which use only text-books adopted.	No of districts which purchase text-books.	No. which loan them to pupils	No. which sell them to pupils.	No. of districts with one department only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more departments.	Amount withheld from school fund during the year for purchase of books.	Amount expended for books during the year.	No. of volumes purchased during the year.	No. of towns that complied with the law during the year.	No. of volumes purchased since 1887.	No. of volumes added to district library during the year.	Amount expended for them.	Whole No. of volumes in district libraries.
Total	3,525	2,886	2,258	1,048	1,250	5,159	264	69	115	$14,740 61	$14,343 53	19,355	295	54,265	6,273	$5,100 56	28,579
Adams	43	25	27	6	20	70	1	....	...	$169 80	$85 45	118	5	650	42	...	41
Ashland	33	33	31	31	. .	30	2	....	1	170 84	170 84	250	2	365	...	...	...
Barron	63	64	73	37	38	5	1	3	.....	276 79	232 66	90	2	412	1	...	2
Bayfield	10	8	13	13	.....	8	2	...	3	.....	215 90	150	1	150	150	$109 00	154
Brown	40	38	24	7	17	76	4	...	1	347 49	296 03	314	5	2,567	21	20 60	105
Buffalo	56	41	48	3	45	80	1	.....	3	247 81	211 66	30	9	850	291	188 65	889
Burnett	28	27	28	23	5	27	1	....	.....	122 84	123 40	104	2	258	208	163 11	2,190
Calumet	40	38	25	2	23	60	4	1	2	463 50	302 80	381	4	1,728	.....	.....	.....
Chippewa	95	95	88	65	13	128	1	3	...	194 00	298 00	358	3	580	243	238 50	360
Clark	93	85	96	78	18	100	4	1	3	170 17	157 67	231	6	1,279	.....	.....	.....
Columbia	54	39	22	5	12	132	5	1	3	319 90	275 20	231	6	1,012	145	92 00	127
Crawford	45	29	21	5	15	88	7	....	.....	173 80	234 70	416	3	1,025	...	...	40
Dane—																	
1st Dist	47	39	20	18	18	116	7	.....	3	487 50	489 26	736	10	1,831	...	...	.....
2d Dist	78	68	48	11	38	111	5	2	3	226 60	211 42	329	5	684	21	.....	482
Dodge	98	87	31	10	19	170	7	1	5	352 20	373 76	521	7	1,369	120	96 00	1,268
Door	50	46	78	14	35	62	2	....	.....	450 81	429 24	545	9	1,724	5	5 00	18
Douglas	1	1	16	16	.....	17	.....	.....	.....	28 50	110 30	180	3	320	.....	.....	.....
Dunn	77	65	55	39	20	109	10	1	.....	425 88	273 09	372	8	1,584	31	...	38
Eau Claire	50	47	43	36	7	69	.....	1	4	186 20	215 08	312	5	1,336	87	50 00	234

Text Books.

Florence	8	8	2	2		7	1	2							391	290 97	781
Fond du Lac	73	50	27	13	12	161	2		4	221 55	155 06	169	2	721	28	26 00	302
Forest	11	11	10	5	5	11	1									15 00	
Grant	91	60	40	7	28	178	12	7	6		150 00	160	2	247	25	37 40	155
Green	83	47	41	20	23	107	3	2		28 80	30 55	49	2	114	18		299
Green Lake	14	16	3		1	65	7			354 10	235 47	229	3	93			
Iowa	60	46	34	6	29	113	7	1	3	167 00	174 00	79	2	644	23	28 70	1,149
Jackson	64	56	64	23	40	87	5		2	349 32	232 60	348	8	1,402	288	270 00	923
Jefferson	59	34	15	10	5	118	4	1	4	446 43	421 92	563	7	2,055	64	118 00	2,482
Juneau	36	25	16	6	10	90	2		5	147 70	100 98	114	5	405	283	243 20	15
Kenosha	15	8	6	1	5	59	2			34 50	68 00	110	1	110			
Kewaunee	40	39	21		21	53	64		2	532 30	520 00	901	9	1,051	212	180 00	287
La Crosse	62	61	56	7	53	64		2		238 00	250 80	262	5	823	263		
La Fayette	63	53	27	3	24	113	6	2	3	437 34	398 71	611	10	1,287	292	266 00	1,872
Langlade	27	27	18	17	2	61	1			109 00	79 83	220	4	464			
Lincoln	27	19	19	19		30	1			16 50							
Manitowoc	64	60	46	3	43	100	2		5	22 88	53 45	73	2	493			
Marathon	118	109	115	101	9	142	5	3		333 10	218 28	315	8	1,042	229	209 70	956
Marinette	24	24	20	14	6	27	1		2			57	1	132	57	44 00	132
Marquette	26	17	10		10	56	2	1	1	96 00	121 60	186	4	453			96
Milwaukee	32	22				98	6		4	437 50	431 84	519	2	1,520	519	431 80	1,520
Monroe	78	53	33	7	20	99	6	1		168 40	132 60	159	4	678			
Oconto	84	31	30	15	17	57	1			138 80	178 20	150	2	218	207		
Oneida	6	6	13	13		7	3	3	3	87 30				282			
Outagamie	72	62	55	5	50	110	1	2	1	19 10	18 19	19	1	550	36	69 00	352
Ozaukee	25	18	15		16	49	6	1	2		75 00	100	1	583	125	98 00	741
Pepin	26	20	15	10	5	75	2	1	1	81 70	88 20	121	2	629			376
Pierce	65	65	54	11	46		2	1	2	202 40	322 11	331	3	968	180	367 40	1,016
Polk	70	62	61	27	39	91	2	2		235 00	210 30	288	8	896	23	24 00	452
Portage	45	32	32	5	27	89	2		1	84 10	79 97	96	3	473			25
Price	28	19	37	40	1	22	3	1	1	175 90	327 27	499	5	837			
Racine	40	25	6	3	5	32	2		1		100 00	185	2	659	120	100 00	485
Richland	58	36	14		12	114	3	2	1	188 80	163 21	244	3	454	17	15 00	89
Rock—																	
1st Dist	40	25	13	8	5	78	3		2	247 40	216 00	224	5	224	224	246 00	224
2d Dist.	28	26	7	5	1	81	2		3	166 80	166 05	175	4	483			
St. Croix	51	38	27	12	20	105	4	3	2	300 60	277 60	418	8	1,348	211	122 70	1,206
Sauk	75	58	40	7	34	3	10	1	1	380 40	358 45	484	9	1,825	83	39 65	1,026
Sawyer	17	17	17	17					1								
Shawano	57	51	59	28	32	94	3		1	177 41	73 90	156	4	513	68	27 50	591
Sheboygan	65	53	33	3	30	98	5	2	2	243 30	237 90	218	3	42			
Taylor	46	46	43	35	5	32	3		1	243 20	218 90	232	8	644	29	17 80	81
Trempealeau	67	52	45	17	40	73	7	4	2	245 20	208 02	191	3	738	96	55 00	661
Vernon	113	93	66	20	47	142	7	1	2	625 32	526 90	818	9	1,867	259	235 00	2,075
Walworth	53	42	14	9	6	98	7	2	4	208 90	259 40	412	5	1,212	335	461 00	1,218
Washburn	18	16	18	18		17	1		1			423	2		35	9 00	538
Washington	64	50	19	11	19	6	1	1	1	504 22	471 98	772	8	1,177	65	50 00	
Waukesha	61	46	23	5	17	100	15	5	2	486 40	588 10	703	7	2,337			

TEXT BOOKS — DEPARTMENT — TOWNSHIP LIBRARIES — DISTRICT LIBRARIES — 1891-92 — Continued.

Counties — Exclusive of cities under city superintendent.	Text-Books.					Departments.				Township Libraries			District Libraries.				
	No. of districts which have adopted a list of text-books.	No. which use only text-books adopted.	No of districts which purchase text-books.	No. which loan them to pupils.	No which sell them to pupils.	No. of districts with one department only.	No. of districts with two departments.	No. of districts with three departments.	No. of districts with four or more departments.	Amount withheld from school fund during the year for purchase of books.	Amount expended for books during the year.	No. of volumes purchased during the year.	No. of towns that complied with the law during the year.	No. of volumes purchased since 1887.	No. of volumes added to the district libraries during the year.	Amount expended for them.	Whole No. of volumes in district libraries.
Waupaca	76	66	46	9	37	110	9	1	2	$238 70	$270 00	445	6	607	.....	.....	.....
Waushara	65	35	17	12	12	96	5	1	.....	78 93	104 50	136	2	260	.....	.....	.....
Winnebago	38	31	22	4	17	92	8	.....	.....	157 91	156 50	247	2	314	93	$40 68	617
Wood	45	45	43	26	21	62	5	1	2	168 40	139 78	200	4	667	.....	.....	.....

School Houses.

SCHOOL HOUSES — 1891-92.

COUNTIES — Exclusive of cities under city superintendent.	No. of schools maintained.	No. of pupils school-houses will accommodate.	No. of school-houses built during the year.	Cost of school-houses built the last year.	Cash value of all the school-houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school-houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate out-houses for the sexes.	No. of school-houses with out-houses in good condition.	No. of school-houses with special provision for ventilation.	No. supplied with railroad maps of Wisconsin.
Total	6,953	336,678	242	$284,110	$4,704,519	$581,596	$5,286,115	6,271	5,927	5,722	5,421	2,860	4,437
Adams	70	2,852	2	$661	$23,110	$1,251	$24,360	68	64	63	85	23	60
Ashland	47	2,001	4	4,059	33,700	7,965	41,674	38	38	29	40	24	28
Barron	118	4,451	5	1,674	50,826	7,277	59,103	107	104	95	130	38	48
Bayfield	24	1,090	....	....	32,150	12,060	44,210	13	11	12	12	5	10
Brown	87	5,848	6	3,765	60,398	6,132	66,630	81	76	61	60	68	39
Buffalo	96	5,024	.....	12,000	71,420	5,165	76,585	84	83	83	70	20	61
Burnett	28	1,465	4	1,232	11,986	1,037	13,024	31	30	21	27	9	25
Calumet	67	4,389	5	3,705	52,058	6,248	58,306	71	70	71	71	28	67
Chippewa	158	5,884	4	2,624	66,283	6,440	72,723	142	131	131	132	63	123
Clark	130	5,706	4	3,638	93,632	9,910	103,540	111	109	101	99	65	80
Columbia	162	7,582	7	4,404	100,872	12,039	112,911	144	131	131	130	36	144
Crawford	102	4,907	2	1,040	141,135	3,319	44,454	97	86	80	79	37	87
Dane													
1st district	145	7,047	.....	....	100,135	12,780	102,915	127	124	127	127	65	89
2nd district	140	6,605	1	450	75,200	7,750	82,960	125	122	109	109	52	85
Dodge	224	10,577	5	3,758	141.545	20,802	162,347	193	183	181	178	66	191
Door	66	4,050	2	1,210	30,540	3,015	33,550	65	63	96	54	2	58
Douglas	17	7,019	5	7,700	15,270	3,730	19 000	17	16	15	16	.....	14
Dunn	130	5,725	6	4,552	58,781	4,005	62,786	120	119	115	119	45	74
Eau Claire	85	3,927	4	3,129	43,991	3,545	47,536	76	73	24	67	17	50
Florence	9	622	1	200	13,170	7,605	13,835	9	9	9	9	5	9
Fond du Lac	173	8,597	4	3,556	87,949	12,652	100,601	165	149	158	189	82	100
Forest	11	232	.....	....	4,800	520	5,320	8	7	6	9	....	7
Grant	264	1,373	1	1,586	188,440	17,205	205,650	226	216	199	253	55	104
Green	136	6,391	2	4,624	75,154	7,240	82,704	127	115	111	112	43	83

SCHOOL HOUSES — 1891-92 — Continued.

COUNTIES — Exclusive of cities under city superintendent.	No. of schools maintained.	No. of pupils school-houses will accommodate.	No. of school-houses built during the year.	Cost of school-houses built the last year.	Cash value of all the school-houses in the county.	Cash value of all the sites.	Total value of school-houses and sites.	No. of school-houses in the county.	No. of school-houses in good condition.	No. of school-houses with separate out-houses for the sexes.	No. of school-houses with out-houses in good condition.	No. of school-houses with special provision for ventilation.	No. supplied with railroad maps of Wisconsin.
Green Lake	78	3,449	.....		$34,425	$5.050	$39,450	71	71	59	77	19	42
Iowa	140	6,786	2	$1,247	95,855	7,893	103,748	123	111	112	96	43	71
Jackson	109	5,312	6	2,607	78,643	5,832	84,475	95	90	75	91	30	50
Jefferson	159	7,778	3	11,525	187,403	1,816	205,410	131	130	128	122	28	114
Juneau	97	5,652	6	2,991	77,760	8,593	86,353	104	90	86	99	25	36
Kenosha	63	2,720	1	500	37,625	6,115	41,640	61	56	63	52	11	63
Kewaunee	65	5,019	2	3,233	44,580	6,180	50,775	57	57	52	52	28	56
La Crosse	66	3,600	4	3,121	38,900	4,430	43,335	66	66	56	66	33	66
La Fayette	124	6,940	2	2,386	106,941	13,357	120,298	126	119	101	84	47	61
Langlade	63	1,663	6	2,047	21,699	2,082	23,776	68	62	53	54	22	37
Lincoln	39	1,414	5	1,972	16,364	1,375	17,739	39	36	32	32	18	25
Manitowoc	107	9,538	5	46,726	164,282	19,676	183,958	115	115	95	107	56	60
Marathon	153	7,709	6	2,414	64,358	7,992	72,350	150	143	139	144	72	93
Marinette	42	2,304	3	2,995	23,367	3,025	25,392	36	35	32	35	3	29
Marquette	64	3,238	2	1,260	29,486	2,823	32,309	60	59	60	60	11	50
Milwaukee	97	5,425	.....	.....	102,061	42,707	144,768	68	65	65	65	15	27
Monroe	141	8,086	8	4,490	81,200	10,760	91,960	139	132	114	117	63	102
Oconto	58	3,268	5	4,118	42,110	3,474	45,584	58	7	53	54	37	41
Oneida	28	1,433	6	2,350	37,550	6,295	45,846	18	18	18	18	4	12
Outagamie	123	6,268	6	4,311	60,362	6,658	67,020	116	104	116	105	50	76
Ozaukee	72	4,360	3	2,228	50,148	10,350	60,498	59	55	53	52	23	59
Pepin	47	2,184	1	646	28,067	4,259	32,326	39	37	37	36	6	39
Pierce	120	6,235	4	6,050	87,817	7,012	94,829	108	102	102	97	32	74
Polk	103	4,450	4	3,670	51,345	3,763	55,108	100	87	93	83	20	53
Portage	94	4,680	.....	6,790	51,639	3,124	53,983	93	89	80	90	29	30
Price	55	1,569	8	10,950	41,125	4,735	46,535	42	51	36	35	7	35
Racine	63	3,599	.....	.....	50,395	7,450	59,920	67	52	66	53	30	68
Richland	137	6,847	4	1,860	84,490	8,824	93,314	124	116	118	104	52	70

School Houses.

Rock													
1st district	91	4,179	.....	3,588	68,775	9,670	78,445	84	80	76	68	38	68
2nd district	86	3,569	.....	.....	57 400	8,550	65,950	86	81	72	75	24	67
St. Croix	114	6,633	10	15,170	29	8,373	119,664	114	106	108	138	46	112
Sauk	178	7,870	7	19,425	96,734	11,641	128,315	103	140	142	158	70	81
Sawyer	19	700	.. ....		10,600	700	11,700	11	11	3	8	1	17
Shawano	96	5,305	4	473	52,820	4 14	56,944	96	82	84	41	76	57
Sheboygan	132	7,344	4	2,476	76,967	850	86,817	113	107	102	112	34	76
Taylor	62	2,156	5	3,225	31,528	847	36,173	57	55	56	56	19	51
Trempealeau	126	6,132	6	7,656	68,405	5,455	73,860	116	103	91	90	42	94
Vernon	170	8,567	8	3,515	79,090	7,724	86,810	154	144	143	156	71	122
Walworth	157	6,769	3	2,045	50,667	20,036	170,702	121	115	116	137	45	69
Washburn	19	1,060	2	,045	24,055	1,655	24,710	20	19	19	20	8	17
Washington	109	6,742	2	3,099	104,614	9,565	114,170	106	97	84	100	31	66
Waukesha	158	8,552	3	10,880	175,710	43,035	218,745	120	115	113	115	62	115
Waupaca	139	6,529	5	2,500	65 830	6,535	72,365	122	118	113	106	43	69
Waushara	103	5,081	3	10	47 318	3,568	50,886	105	103	101	99	35	101
Winnebago	110	5,358	3	...	63,346	7,090	70,436	100	99	93	89	29	45
Wood	88	4,374	8	5,274	57,428	10,815	68,243	70	68	64	67	24	35

CENSUS STATISTICS—1890-91.

Cities — Under city superintendent.	Children between 4 and 20.			Children between 7 and 13.		
	Male.	Female.	Total.	No. of such.	No. who att'd pub. school 12 w'ks or more.	No. who att'd priv. school 12 w'ks or more.
Totals	91,870	94,241	186,111	73,250	45,081	24,184
Antigo	722	707	1,429	674	430	220
Appleton	2,139	2,088	4,227	1,716	.....	.....
Ashland	1,361	1,444	2,805	1,046	776	207
Baraboo	628	795	1,423	508	504	.....
Beaver Dam	826	781	1,607	1,109	576	174
Beloit	1,000	1,067	2,067	800	756	15
Berlin	706	732	1,408	601	365	234
Brodhead	175	201	376	164	199	.....
Columbus	333	339	672	321	280	45
De Pere	395	419	814	347	150	183
Eau Claire	2,801	2,927	5,728	2,435	1,889	678
Fond du Lac	2,109	2,207	4,316	1,737	1,023	416
Fort Howard	854	897	1,751	780	641	190
Grand Rapids	311	304	615	274	203	73
Green Bay	1,516	1,497	3,003	1,354	832	552
Hudson	412	439	851	324	280	40
Janesville	1,952	2,110	4,062	1,377	1,054	248
Kaukauna	984	960	1,954	898	381	511
Kenosha	1,064	1,004	2,072	991	434	514
La Crosse	3,944	4,148	8,092	3,392	2,450	817
Madison	2,465	2,575	5,040	625	611	.....
Marinette	1,739	1,703	3,442	1,629	1,242	237

Census Statistics.

Menasha	808	848	1,656	756	423	304
Menomonie	926	914	1,840	821	673	135
Merrill	923	952	1,875	835	727	118
Milwaukee	37,882	38,449	76,331	29,538	16,069	12,571
Mineral Point	453	512	965	.....	.....	.....
Neenah	1,020	1,123	2,143	859	771	88
New London	323	367	690	294	276	.....
Oconto	858	860	1,718	771	771	.....
Oshkosh	4,017	4,102	8,119	3,067	1,536	1,357
Portage	893	971	1,864	714	578	250
Prairie du Chien	519	572	1,091	494	264	218
Racine	4,000	4,363	8,363	2,983	1,988	847
Reedsburg	300	301	601	249	204	95
Rice Lake	349	330	679	304	219	77
Ripon	543	595	1,138	459	407	25
Sheboygan	3,397	3,406	6,803	2,863	1,474	1,280
Stevens Point	1,436	1,380	2,816	1,178	746	420
Sturgeon Bay	477	499	976	458	318	109
Watertown	1,747	1,593	3,340	1,281	687	582
Waupaca	338	381	719	313	308	.....
Wausau	1,624	1,734	3,358	1,438	1,019	346
Whitewater	597	645	1,242	473	447	8

ENROLLMENT AND ATTENDANCE.—1890-91.

CITIES —Under city superintendent.	ENROLLMENT IN PUBLIC SCHOOLS.						Days taught.
	Number between 4 and 20.			Under 4.	Over 20.	Total number enrolled.	
	Male.	Female.	Total.				
Totals	41,079	41,281	83,000	8	93	83,101	8,240
Antigo	429	407	836	.....	1	837	180
Appleton	987	977	1,964	.....	3	1,967	175
Ashland	580	642	1,222	.....	15	1,237	190
Baraboo	528	631	1,159	.....	9	1,168	176
Beaver Dam	391	406	797	.....	.....	797	190
Beloit	614	722	1,336	.....	4	1,340	195
Berlin	422	427	849	2	.....	851	180
Brodhead	173	199	372	.....	.....	372	180
Columbus	249	255	504	.....	.....	504	190
De Pere	138	138	276	.....	.....	276	178
Eau Claire	1,592	1,566	3,158	.....	4	3,162	180
Fond du Lac	1,095	1,075	2,170	.....	12	2,182	195
Fort Howard	854	897	1,751	.....	.....	1,065	190
Grand Rapids	219	179	398	.....	.....	398	179
Green Bay	688	777	1,465	.....	.....	1,465	200
Hudson	305	330	635	.....	.....	635	180
Janesville	806	874	1,680	.....	5	1,685	190
Kaukauna	250	354	604	.....	.....	604	180
Kenosha	350	364	714	.....	2	716	190
La Crosse	2,277	2,208	4,485	.....	5	4,490	200
Madison	1,033	1,053	2,086	.....	7	2,093	185
Marinette	1,096	1,122	2,218	.....	1	2,219	200

Enrollment and Attendance.

Menasha	225	383	608	.....	.....	608	190
Menomonie	662	600	1,262	.....	2	1,266	180
Merrill	784	699	1,483	.....	1	1,484	180
Milwaukee	14,240	13,834	28,074	.....	.....	28,074	193
Mineral Point	310	353	663	.....	2	665	185
Neenah	504	530	1,034	.....	.....	1,034	180
New London	187	199	386	.....	2	388	180
Oconto	.....	.....	644	.....	.....	644	200
Oshkosh	1,520	1,382	2,902	.....	3	2,905	200
Portage	408	448	856	.....	1	857	190
Prairie du Chien	284	278	562	5	1	568	190
Racine	1,752	1,734	3,486	.....	7	3,493	200
Reedsburg	207	190	397	1	.....	398	180
Rice Lake	218	249	467	.....	1	468	180
Ripon	373	415	788	.....	.....	788	180
Sheboygan	1,278	1,294	2,572	.....	1	2,573	197
Stevens Point	660	667	1,327	.....	.....	1,327	190
Sturgeon Bay	310	293	603	.....	.....	603	192
Watertown	583	575	1,158	.....	.....	1,158	200
Waupaca	273	312	585	.....	3	588	180
Wausau	903	901	1,804	.....	.....	1,804	180
Whitewater	322	342	664	.....	1	665	190

TEACHERS AND SALARIES—1890-91.

CITIES — Under city superintendent.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.			
	Male.	Female.	Total.	Highest to males.	Average to males.	Highest to females.	Average to females.
Totals	178	1,486	1,664	$3,000	$1,046	$1,300	$381 17
Antigo	1	13	14	$1,300	$1,300	$450	$378 08
Appleton	7	39	46	1,200	1,000	606	400 00
Ashland	3	24	27	1,500	1,016	570	525 00
Baraboo	1	21	22	1,600	1,600	585	412 33
Beaver Dam	1	16	17	1,500	551	550	420 00
Beloit	1	25	26	1,400	1,400	600	426 00
Berlin	2	18	20	1,200	825	504	303 48
Brodhead	1	8	9	1,000	1,000	450	309 30
Columbus	1	11	12	1,200	1,200	500	344 00
De Pere	1	9	10	950	950	495	382 50
Eau Claire	7	57	64	1,750	97	55	45 38
Fond du Lac	3	48	51	1,400	916	605	382 61
Fort Howard	2	15	17	1,200	754	600	370 00
Grand Rapids	1	6	7	1,000	540	420	.....
Green Bay	3	29	32	1,500	796	600	460 00
Hudson	1	11	12	1,200	1,200	600	380 00
Janesville	2	43	45	1,800	1,300	550	443 00
Kaukauna	3	7	10	720	705	300	341 00
Kenosha	2	15	17	1,200	850	1,000	380 00
La Crosse	9	80	89	1,200	1,188	600	469 00
Madison	3	44	47	2,000	1,500	750	450 00
Marinette	4	32	36	1,600	1,046	650	480 00

Teachers and Salaries.

Menasha	1	13	14	1,250	1,250	550	383 00
Menomonie	3	24	27	1,600	816	720	403 00
Merrill	1	24	25	1,350	1,350	600	348 00
Milwaukee	64	459	523	3,000	1,335	1,300	730 00
Mineral Point	2	11	13	1,200	825	450	310 00
Neenah	1	18	19	1,500	1,500	650	381 00
New London	1	8	9	1,000	1,000	315	286 80
Oconto	5	11	16	1,000	645	500	444 00
Oshkosh	9	56	65	2,000	865	650	428 00
Portage	1	18	20	1,400	1,400	600	381 00
Prairie du Chien	1	9	10	1,100	1,100	600	342 00
Racine	8	66	74	1,800	1,125	1,050	408 75
Reedsburg	1	8	9	1,000	1,000	500	380 00
Rice Lake	1	11	12	1,000	1,050	450	382 50
Ripon	2	13	15	1,000	750	450	350 00
Sheboygan	8	46	54	1,500	790	600	402 22
Stevens Point	1	27	28	1,500	1,500	617	400 25
Sturgeon Bay	2	10	12	1,100	800	500	390 00
Watertown	2	22	24	1,600	1,250	600	395 00
Waupaca	1	10	11	1,100	1,100	405	335 00
Wausau	2	29	32	1,260	855	550	351 00
Whitewater	2	15	17	1,600	1,125	600	408 40

TEACHERS' CERTIFICATES—1890-91.

Cities — Under city superintendent.	Teachers holding state certificates.	Certificates Granted by City Sup't.							Applicants refused certificates.	Normal Teachers.	
		1st Grade.		2nd Grade.		3rd Grade.		Total.		Graduates.	Non-graduates.
		To Males	To Fem.	To Males	To Fem.	To Males	To Fem.				
Totals	107	22	57	4	121	15	534	753	153	382	225
Antigo	1	.....	.....	.....	7	.....	4	11	.....	.....	6
Appleton	8	.....	1	.....	2	.....	22	25	2	2	.....
Ashland	.....	1	2	.....	.....	.....	24	27	5	4	16
Baraboo	3	.....	.....	.....	13	.....	5	17	.....	3	4
Beaver Dam	.....	1	3	.....	3	.....	10	17	.....	.....	.....
Beloit	.....	.....	4	.....	21	.....	.....	25	.....	.....	2
Berlin	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	3
Brodhead	.....	.....	.....	.....	.....	.....	8	8	.....	3	2
Columbus	1	.....	.....	.....	.....	.....	.....	6	6	.....	2
De Pere	1	.....	.....	.....	2	.....	.....	2	.....	2	3
Eau Claire	7	1	3	1	8	.....	40	53	6	3	16
Fond du Lac	.....	2	2	.....	1	.....	12	17	5	.....	1
Fort Howard	.....	.....	6	.....	12	.....	5	23	4	2	1
Grand Rapids	1	1	3	.....	3	.....	.....	7	.....	1	3
Green Bay	6	1	1	.....	5	.....	.....	7	.....	4	6
Hudson	2	.....	.....	.....	3	.....	7	10	.....	2	6
Janesville	2	.....	.....	.....	.....	.....	.....	.....	.....	3	2
Kaukauna	2	2	.....	.....	1	.....	7	10	3	3	.....
Kenosha	2	.....	.....	1	1	.....	17	19	3	1	8
La Crosse	5	8	6	.....	.....	.....	73	87	1	33	44

Teachers' Certificates.

Madison	11						32	32		1	5
Marinette	2			1	6		19	19		2	2
Menasha	2						13	13		2	2
Menomonie	5	1					19	20		6	9
Merrill	2		2		1		17	20		3	6
Milwaukee	12							56	104	263	
Mineral Point	1					1	11	12	1		
Neenah	2										5
New London		1	1		2		5	9		1	2
Oconto	2	2	3		5		4	14	2		5
Oshkosh	2	1	5			9	58	72	4	6	18
Portage	1				1		6	7			5
Prairie du Chien	2		1					1			
Racine	1					3	34	37		3	4
Reedsburg	2				1		6	7		2	3
Rice Lake	1										2
Ripon	4						10	10		2	3
Sheboygan	8				1	1	16	18		15	13
Stevens Point			11		6		10	27		4	6
Sturgeon Bay	1		1			1	6	8		1	
Watertown	3				10		8	18	3		
Waupaca	1				2		5	7		1	1
Wausau	1		2	1			27	30			
Whitewater					4		2	6	4	3	12

SCHOOL-HOUSES AND TEXT-BOOKS— 1890-91.

COUNTIES — Under city superintendent.	No. public school houses.	School-houses built this year.	Pupils school houses will accommodate	School-house sites owned by city.	School-houses built of stone or brick.	Highest valuation of school-house and site.	Valuation of all school-houses.	Valuation of all sites.	School houses in good condition.	School-houses properly ventilated.	School-houses with out-houses in good condition.	TEXT-BOOKS. Purchased by the city?	TEXT-BOOKS. Sold or loaned to pupils.
Totals	271	12	74,772	252	174	$100,000	$3.139,300	$1,065,300	258	198	219	.....	.....
Antigo	8	1	800	5	1	$22,000	$28,000	6,500	7	2	8	No.	
Appleton	8	1	.....	9	7	40,000	150,000	40,000	8	6	6	No.	
Ashland	6	2	1,250	7	2	100,000	60,000	40,000	6	6	6	Yes.	Sold.
Baraboo	4	1	1,160	4	4	30,000	47,000	14,000	4	1	4	Partly	Loaned
Beaver Dam	4	.....	850	5	4	15,000	30,000	15,000	4	4	2	No.	
Beloit	4	.....	1,200	4	4	35,000	75,000	25,000	4	4	.....	No.	
Berlin	3	.....	766	2	.....	5,000	20,000	10,000	3	3	3	Yes.	Loaned
Brodhead	2	.....	450	2	2	10,000	10,500	1,250	2	.....	2	No.	
Columbus	2	.....	480	2	2	7,500	14,000	2,000	2	2	2	No.	
De Pere	2	.....	300	2	2	4,000	6,000	2,000	1	1	2	No.	
Eau Claire	14	.....	2,900	14	1	1,200	49,000	45,750	14	10	14	Yes.	Loaned
Fond du Lac	18	.....	2,800	16	2	50,000	98,750	2[illegible],000	16	1	14	No.	
Fort Howard	5	.....	1,120	5	5	20,000	32,000	[illegible],000	4	2	4	No.	
Grand Rapids	1	.....	600	1	1	35,000	30,000	5,000	1	1	1	Yes.	Sold.
Green Bay	6	.....	1,500	6	5	25,000	66,000	6,000	6	5	5	No.	
Hudson	6	.....	800	6	4	25,000	40,000	5,000	5	2	6	No	
Janesville	6	.....	1,720	6	6	55,000	125,000	45,000	5	5	5	No.	
Kaukauna	2	1	525	2	1	10,300	7,500	4,800	1	2	2	No.	
Kenosha	8	1	900	3	2	50,000	58,000	15,000	3	3	3	No.	
La Crosse	13	.....	497	13	7	40,000	160,000	58,000	12	12	12	Yes.	Loaned
Madison	9	.....	2,000	.....	8	70,000	175,000	63,000	9	9	9	No.	
Marinette	5	1	1,775	5	3	20,000	47,000	18,000	4	4	3	Yes.	Loaned
Menasha	7	.....	600	6	1	5,600	8,500	3,000	7	7	7	No.	
Menomonie	7	.....	1,250	7	1	18,000	36,300	10,200	7	7	7	.....	
Merrill	5	1	1,160	5	.....	10,000	25,000	8,000	5	4	5	No.	
Milwaukee	35	.....	25,800	35	34	100,000	982,800	375,400	35	35	.....	No.	
Mineral Point	3	.....	875	2	2	10,000	16,000	5,000	3	3	3	No.	
Neenah	5	.....	1,[illegible]0	5	4	35,000	50,000	3,000	2	2	5	Yes.	Sold.
New London	2	.....	500	2	.....	5,000	7,000	1,000	2	2	2	No.	

School-Houses and Text Books.-

Oconto	4	.....	746	5	4	5,200	20,000	2,150	4	4	4	No.	
Oshkosh	10	.....	3,200	11	8	50,000	175,000	43,000	9	3	10	No.	
Portage	5	.....	1,210	5	5	10,000	35,000	6,700	4	4	5	Yes.	Loaned
Prairie du Chien	4	.....	729	7	3	15,000	20,500	2,000	4	4	3	No.	
Racine	9	1	3,300	9	9	25,000	120,000	40,200	9	5	9	No.	
Reedsburg	2	.....	450	2	1	4,000	7,000	1,000	2	1	2	No.	
Rice Lake	3	.....	415	3	1	12,000	16,000	5,000	3	1	3	No.	
Ripon	5	1	.....	5	1	28,000	40,000	5,000	5	5	5	No.	
Sheboygan	7	1	2,700	6	7	35,000	85,000	30,000	7	7	7	No.	
Stevens Point	7	.....	1,400	7	3	16,000	35,000	9,000	5	3	7	Yes	Loaned
Sturgeon Bay	2	.....	600	2	1	11,000	6,000	10,000	2	1	2	No.	
Watertown	5	.....	1,200	4	4	20,000	40,000	12,000	5	5	5	Yes.	Loaned
Waupaca	1	.....	700	.....	.....	12,000	10,000	2,000	1	1	1	No.	
Wausau	10	.....	1,500	9	10	20,000	60,000	12,000	10	10	10	No.	
Whitewater	2	.....	697	2	2	18,000	19,000	4,700	2	2	2	No.	

APPARATUS, LIBRARIES AND KINDERGARTENS, 1990-91.

Cities — Under city superintendents.	No. of school-rooms occupied.	Number of School-rooms Supplied with								
		Sufficient black-boards.	Reading charts	Map of state.	Map of U. S.	Science charts.	Globe.	Other apparatus.	Adequate apparatus.	Unab. Dict.
Totals. . . .	1,406	1,390	681	1,019	898	559	775	951	754	1,078
Antigo.....	13	13	6	8	5	4	10	10	6	11
Appleton.....	45	45	11	30	15	4	15	18	35	34
Ashland.....	25	25	6	10	8	2	8	25	25	20
Baraboo.....	24	24	3	11	11	8	8	19	19	11
Beaver Dam....	16	16	6	12	18	5	14	14	.....	15
Beloit.	18	16	3	18	4	1	1	1	1	10
Berlin	18	18	1	9	6	2	5	1	1	12
Brodhead..	8	8	3	3	8	2	2	3	8	8
Columbus.....	10	9	2	8	8	1	1	7	.....	6
De Pere.....	6	4	1	4	3	2	2	6	.....	4
Eau Claire.. ...	60	60	15	12	12	6	16	60	60	58
Fond du Lac....	47	47	14	47	16	6	14	8	.....	22
Fort Howard...	18	17	6	18	5	1	3	13	5	13
Grand Rapids...	7	7	3	7	6	2	5	7	6	4
Green Bay.....	24	24	5	.....	7	4	4	10	18	22
Hudson.....	11	11	4	6	8	2	4	6	6	18
Janesville.....	40	40	6	40	40	40	40	40	40	30
Kaukauna.....	9	8	2	9	6	2	6	5	9	8
Kenosha.	14	14	8	14	14	3	12	14	.....	10
La Crosse... ...	67	67	26	44	26	1	36	67	.....	54

Apparatus, Libraries and Kindergartens.

Madison	47	47	15	33	28	1	28	28	28	32
Marinette	33	33	5	15	33	.....	27	2	.....	16
Menasha	13	13	3	3	4	2	2	4	1	5
Menomonie	24	24	6	20	17	3	7	24	24	22
Merrill	22	22	11	31	13	4	18	2	22	22
Milwaukee	400	400	400	409	400	400	400	400	400	384
Mineral Point	13	9	3	13	3	.....	3	13	.....	5
Neenah	17	17	5	17	8	5	6	17	17	17
New London	9	9	3	5	6	2	4	7	5	8
Oconto	14	16	4	14	14	1	3	1	.....	7
Oshkosh	66	62	8	13	10	3	10	25	10	21
Portage	18	18	6	6	6	1	7	12	.....	6
Prairie du Chien	10	10	4	10	5	1	4	4	10	10
Racine	68	68	16	60	50	12	10	10	.....	42
Reedsburg	7	6	2	7	2	1	2	1	.....	4
Rice Lake	8	8	3	1	1	1	3	4	.....	5
Ripon	13	13	5	4	4	2	2	1	1	7
Sheboygan	37	37	31	37	19	1	1	39	37	23
Stevens Point	25	24	7	12	7	6	6	1	.....	25
Sturgeon Bay	8	8	1	5	4	1	2	1	1	5
Watertown	24	24	4	4	9	20	5	1	24	23
Waupaca	8	8	2	5	3	1	2	8	1	3
Wausau	27	27	12	20	18	1	17	2	.....	20
Whitewater	15	12	12	13	12	1	8	12	.....	5

APPARATUS, LIBRARIES AND KINDERGARTENS, 1890-91.

Cities – Under city superintendent.	Libraries.						Kindergartens.		
	Value of all apparatus.	Volumes added this year.	Amount expended for same.	Total No. vols. in library.	Cash Value.	Public libraries in city.	No. in city.	Teachers employed.	Pupils enrolled.
Totals	$58,312 00	2,466	$4,590	48,689	$54,052 00	.....	39	74	4,860
Antigo	$ 500	271	$ 200	470	$ 550	No.	.....	.....	.....
Appleton	2,500	212	250	2,154	3,000	No.	.....	.....	.....
Ashland	300	10	16	300	500	Yes.	1	2	40
Baraboo	500	.....	15	625	459	No.	1	1	65
Beaver Dam	1,000	25	50	100	350	Yes.	.....	.....	.....
Beloit	200	110	130	350	400	No.	.....	.....	.....
Berlin	1,500	.....	250	1,000	500	Yes.	.....	.....	.....
Brodhead	250	13	1,743	200	250	No.	.....	.....	.....
Columbus	350	30	8	55	36	Yes.	.....	.....	.....
De Pere	283	30	34	455	561	Yes.	.....	.....	.....
Eau Claire	545	12	73	543	895	Yes.	.....	.....	.....
Fond du Lac	1,350	16	16	554	845	Yes.	.....	.....	.....
Fort Howard	800	2	9	92	225	Yes.	.....	.....	.....
Grand Rapids	300	8	18	150	350	Yes.	1	1	.....
Green Bay	840	.....	.....	.....	.....	Yes.	.....	.....	.....
Hudson	200	60	50	400	350	Yes.	.....	.....	.....
Janesville	1,500	40	100	702	1,500	No.	.....	.....	.....
Kaukauna	741	152	101	382	385	No.	.....	.....	.....
Kenosha	700	19	57	374	400	No.	.....	.....	.....
La Crosse	2,000	61	70	700	700	Yes.	.....	.....	.....

Apparatus, Libraries and Kindergartens.

Madison	1,800	400	.....	1,170	1,500	Y s.	.....	.....	.....
Marinette	505	.....	.....	332	300	Yes.	.....	.....	.....
Menasha	100	15	40	800	1,200	No.	1	2	145
Menomonie	1,190	13	27	669	383	Yes.	1	1	14
Merrill	663	4	27	56	300	No.	.....	.....	.....
Milwaukee	22,600	.....	.....	23,028	22,979	Yes.	25	49	3,834
Mineral Point	500	.....	.....	240	.....	No.	.....	.....	.....
Neenah	1,100	10	12	147	278	Yes.	.....	.....	.....
New London	1,000	66	75	165	300	Yes.	.....	.....	.....
Oconto	325	10	20	1,620	750	Yes.	.....	.....	.....
Oshkosh	800	100	.....	2,132	1,800	Yes.	.....	.....	.....
Portage	500	67	50	333	300	No.	1	1	15
Prairie du Chien	250	58	92	427	542	No.	.....	.....	.....
Racine	1,500	87	94	1,087	550	No.	.....	.....	.....
Reedsburg	150	4	11	275	125	No.	.....	.....	.....
Rice Lake	.....	1	6	58	312	No.	.....	.....	.....
Ripon	180	.....	.....	558	280	Yes.	.....	.....	.....
Sheboygan	500	125	151	1,649	2,500	No.	5	13	652
Stevens Point	725	115	194	2,750	3,325	No.	.....	.....	.....
Sturgeon Bay	325	100	100	500	450	No.	.....	.....	.....
Watertown	800	8	.....	879	780	Yes.	1	1	45
Waupaca	440	51	45	200	325	No.	.....	.....	.....
Wausau	400	61	11	357	600	No.	1	2	40
Whitewater	.....	.....	.....	927	1,500	No.	1	1	10

FINANCIAL RECEIPTS — 1890-91.

Cities — Under city superintendent.	Amount on hand June 30, 1890.	From taxes for building and repairing.	From taxes for teachers' wages.	From taxes for apparatus and libraries.	From general tax for school purposes.	From taxes levied by county board.	From income of school fund.	From all other sources.	Total.
Total	$565,975 73	$78,120 00	$3,500 00	$425 11	$841,509 15	$133,856 25	$223,996 07	$65,047 62	$1,911,798 19
Antigo	$55 08	$15,520 00	.....	.....	$11,100 00	$1,478 88	$1,478 98	$401 61	$29,934 45
Appleton	24,467 55	.....	.....	.....	30,000 00	5,700 00	6,246 14	1,580 26	67,994 35
Ashland	17,991 50	.....	.....	.....	17,500 00	2,700 00	2,690 71	3,198 78	44,079 69
Baraboo	17,280 28	.....	.....	.....	10,083 25	1,629 19	2,136 57	671 06	31,800 35
Beaver Dam	3,930 10	.....	.....	.....	7,000 00	2,254 55	2,254 56	363 36	15,802 58
Beloit	6,994 40	.....	.....	.....	9,000 00	2,346 55	2,639 55	3,440 56	24,421 06
Berlin	4,108 22	.....	.....	.....	6,500 00	1,878 50	1,910 88	1,207 86	15,605 46
Brodhead	1,063 86	.....	.....	.....	2,920 00	493 16	520 11	524 61	5,521 74
Columbus	208 54	7,000 00	.....	.....	3,667 40	904 51	924 30	588 51	13,293 26
DePere	930 87	.....	.....	.....	2,943 40	998 45	998 45	353 56	6,224 73
Eau Claire	26,322 27	.....	.....	.....	31,035 00	6,993 16	7,463 83	549 44	72,303 70
Fond du Lac	7,826 44	.....	.....	.....	13,000 00	6,520 78	6,520 78	1,297 91	35,165 91
Fort Howard	1,490 64	.....	.....	.....	6,100 00	2,123 04	2,303 14	404 74	12,421 56
Grand Rapids	397 13	.....	.....	.....	3,200 00	774 33	325 21	45 66	4,742 23
Green Bay	1,024 46	.....	.....	.....	10,507 92	3,604 61	3,992 02	2,401 71	21,530 72
Hudson	5,066 00	.....	.....	.....	5,000 00	975 04	1,081 43	150 00	12,272 47
Janesville	13,895 92	20,000 00	.....	.....	10,000 00	5,342 50	5,419 39	910 11	55,067 92
Kaukauna	2,296 38	.....	.....	.....	3,178 16	3,574 72	1,870 30	.....	11,693 78
Kenosha	14,255 30	35,000 00	.....	.....	10,094 87	2,600 00	2,856 11	177 63	64,984 11
La Crosse	29,000 00	.....	.....	.....	42,000 00	10,217 99	11,515 13	669 14	93,402 77
Madison	12,293 32	.....	.....	.....	26,896 97	6,046 00	6,281 36	3,944 38	55,462 03

Financial Receipts.

Marinette	5,933 70	.....	.....	.....	30,223 51	4,027 34	4,117 33	374 28	44,676 16
Menasha	4,516 82	600 00	$3,500 00	$100 00	1,050 00	2,105 60	2,105 60	7,825 11	21,803 13
Menomonie	9,637 85	.....	.....	.....	14,500 00	2,309 58	2,412 10	239 30	29,098 83
Merrill	13,739 88	.....	.....	.....	9,000 00	1,900 00	2,944 65	325 11	27,909 64
Milwaukee	228,981 74	.....	.....	.....	369,311 56	.....	93,057 29	4,915 68	695,966 27
Mineral Point	3,285 98	.....	.....	.....	4,000 00	1 323 21	1,323 21	663 86	10,596 26
Neenah	9,348 20	.....	.....	.....	6,975 27	2,694 74	2,764 86	327 11	22,110 18
New London	197 80	.....	.....	.....	3,467 38	507 83	325 11	210 27	5,108 39
Oconto	2,286 04	.....	.....	.....	5,791 20	1,919 06	2,146 51	343 23	12,486 04
Oshkosh	14,757 27	.....	.....	.....	34,000 00	.....	10,959 61	70 25	59,787 13
Portage	1,416 09	.....	.....	.....	5,483 91	2,149 88	2,364 43	682 74	12,097 05
Prairie du Chien	3,545 92	.....	.....	.....	2,220 75	1,352 04	1,500 92	375 76	8,995 39
Racine	19,345 14	.....	.....	.....	26,500 00	20,220 00	.....	16,227 08	82,292 22
Reedsburg	1,445 67	.....	.....		1,500 00	700 52	1,042 88	180 10	4,869 17
Rice Lake	76 78	.....	.....	325 11	4,735 85	760 91	1,589 01	36 75	7,524 41
Ripon	3,310 28	.....	.....	.....	5,749 93	1,390 13	1,883 01	242 35	12,575 70
Sheboygan	30,406 26	.....	.....	.....	20,803 14	6,762 34	8,403 54	478 79	66,854 07
Stevens Point	7,896 79	.....	.....	.....	9,000 00	3,640 85	3,640 85	499 13	24,677 62
Sturgeon Bay	954 38	.....	.....	.....	2,200 00	1,158 04	2,527 70	171 17	7,011 29
Watertown	9,059 89	.....	.....	.....	4,996 74	4,589 64	4,855 12	424 74	23,926 13
Waupaca	568 71	.....	.....	.....	2,863 40	905 85	1,239 01	945 64	6,522 61
Wausau	3,088 56	.....	.....	.....	8,618 69	325 11	.....	4,822 31	16,854 67
Whitewater	1,777 12	.....	.....	.....	6,890 85	3,557 61	325 11	1,780 27	14,330 96

FINANCIAL DISBURSEMENTS —1890-91.

CITIES — Under city superintendents.	For building and repairing.	For apparatus and libraries.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For furniture, registers and records.	For all other purposes.	Total.	Balance on hand June 30, 1891.
TOTALS ...	$226,520 21	$9,337 80	$192,214 31	$660,303 67	$9,565 62	$11,799 75	$242,055 17	$1,363,736 94	$549,477 72
Antigo	$18,072 95	.....	$ 1,605 52	$ 4,366 88	$ 660 30	.....	$ 4,525 06	$ 29,230 71	$ 703 74
Appleton	15,567 64	$2,204 68	7,860 00	14,825 98	1,868 85	$ 541 25	6,739 91	60,611 98	7,382 27
Ashland	7,939 80	261 38	2,647 50	10,556 75	.....	458 98	5,469 42	27,288 83	16,790 86
Baraboo	12,894 59	121 33	1,600 00	9,641 63	.....	172 73	2,901 29	26,731 07	5,069 28
Beaver Dam ..	12,000 48	300 00	1,500 00	5,800 00	.....	189 10	2,888 02	11,877 60	3,924 98
Beloit.....	464 83	100 00	1,400 00	10,630 00	.....	.....	3,698 13	16,292 36	8,128 10
Berlin	105 37	250 00	1,650 00	5,494 96	.....	.....	2,543 98	10,044 31	5,561 15
Brodhead.. ...	58 94	.....	1,000 00	2,475 00	.....	.....	363 22	3,897 16	1,624 58
Columbus.....	62 36	40 98	1,200 00	3,377 00	37 14	18 75	1,945 12	6,231 35	7,061 91
De Pere	196 86	55 31	950 00	2,295 00	.....	.....	1,450 60	4,947 77	1,276 96
Eau Claire.....	9,057 09	21 45	5,202 50	21,552 75	535 00	1,187 74	11,876 50	49,433 03	22,870 67
Fond du Lac...	2,108 17	284 82	2,750 00	16,831 64	.....	270 25	4,882 48	27,127 36	8,038 55
Fort Howard..	1,364 13	99 40	1,508 75	5,555 24	.....	.....	2,556 68	11,064 20	1,357 36
Grand Rapids..	347 08	28 00	1,000 00	2,540 00	.....	.....	1,625 55	5,540 63	.....
Green Bay.....	1,762 29	.....	2,382 80	11,133 37	.....	.....	5,579 18	20,857 64	673 08
Hudson	300 00	100 00	1,200 00	4,182 00	.....	100 00	2,019 00	8,901 00	3,371 47
Janesville ...	10,066 39	300 00	2,550 00	15,811 00	.....	.....	5,392 42	34,119 81	20,948 11
Kaukauna. .	166 83	138 91	1,440 00	2,565 00	650 00	172 72	5,728 80	10,863 20	830 58
Kenosha.....	45,117 00	217 00	1,700 00	5,700 00	.....	368 00	4,441 54	57,543 54	7,440 57
La Crosse.....	2,008 61	35 07	11,894 9	36,470 38	.....	353 99	11,846 50	62,609 54	30,798 23
Madison.....	10,295 80	.....	4,500 00	20,897 98	1,200 00	486 74	7,670 08	45,050 60	10,411 43
Marinette	12,000 00	.....	3,140 00	14,895 50	.....	1,003 68	7,555 79	38,594 97	6,081 19
Menasha	1,128 46	106 00	1,250 00	4,977 50	.....	48	1,444 91	8,955 93	12,847 30
Menomonie...	2,288 66	197 29	2,450 00	9,684 00	.....	128 80	3,656 50	18,405 25	10,698 58
Merrill.....	6,901 19	105 60	1,350 00	7,513 10	.....	1,217 42	2,810 97	19,898 28	8,011 36
Milwaukee	.....	711 63	80,100 00	268,806 50	.....	.....	77,221 46	426,889 59	269,126 68

Financial Disbursements.

Mineral Point..	243 09	.....	1,650 00	3,420 00	.....	113 86	1,960 02	7,386 97	3,209 29
Neenah.....	407 15	158 98	1,500 00	6,875 00	2,714 33	37 60	2,272 57	13,965 63	8,144 55
New London..	.....	75 00	1,000 00	2,132 50	.....	.....	1,494 05	4,701 55	406 84
Oconto.....	.....	.....	3,100 00	4,500 00	.....	.....	600 00	8,200 00	4,286 04
Oshkosh.....	3,035 97	784 33	8,143 00	23,773 01	.....	485 85	4,539 85	40,762 01	19,025 12
Portage.....	.....	90 13	1,400 00	6,490 00	.....	.....	2,539 34	10,519 47	1,577 58
Pra. du Chien..	147 66	92 52	1,100 00	3,080 00	.....	47 00	1,040 12	5,507 30	3,488 09
Racine.....	29,088 04	394 51	8,300 00	23,538 75	.....	1,605 83	8,928 09	71,855 22	10,437 00
Reedsburg.....	208 86	11 79	1,000 00	2,660 00	.....	.....	489 94	4,370 59	498 58
Rice Lake.. ..	583 85	34 65	1,000 00	3,077 43	600 00	43 20	1,611 28	6,950 41	574 50
Ripon.....	173 27	16 50	1,495 00	4,500 00	.....	.....	2,192 02	8,376 79	4,198 91
Sheboygan.....	21,415 94	159 75	6,320 00	16,882 62	.....	1,448 40	12,740 79	58,967 50	7,886 57
Stevens Point..	4,832 38	712 49	1,500 00	10,882 49	1,300 00	332 00	2,132 98	21,692 54	2,985 08
Sturgeon Bay..	123 55	152 43	1,314 25	2,389 63	.....	242 69	705 88	4,928 43	2,082 86
Watertown....	2,645 74	76 02	2,500 00	8,617 88	.....	82 30	2,925 36	16,847 30	7,078 83
Waupaca	154 00	121 64	1,100 00	3,415 90	.....	252 70	354 85	5,399 09	1,123 52
Wausau.....	1,169 05	43 35	1,710 00	9,590 00	.....	.....	2,886 40	15,398 80	1,455 87
Whitewater....	816 44	734 86	2,250 00	6,500 00	.....	389 21	4,258 52	14,949 03	.....

CENSUS STATISTICS—1891-92.

Cities—Under city superintendent.	Children between 4 and 20.			Children between 7 and 13.		
	Male.	Female.	Total.	No. of such.	No. who att'd pub. sch. 12 wks, or more.	No. who att'd private sch. 12 wks or more.
Totals	100,189	102,494	202,683	82,647	42,840	27,249
Antigo	751	701	1,452	714	455	214
Appleton	2,042	2,261	4,303	1,897	1,138	1,025
Ashland	1,445	1,544	2,994	1,278	849	289
Baraboo	674	807	1,481	530	525	.....
Beaver Dam	824	762	1,586	736	454	243
Beloit	996	1,058	2,054	774	734	7
Berlin	653	630	1,283	567	381	139
Brodhead	179	194	373	147	188	.....
Chippewa Falls	1,558	1,780	3,338	1,331	646	566
Columbus	365	334	699	283	234	27
De Pere	423	465	888	352	152	185
Eau Claire	2,808	2,937	3,745	2,443	1,884	411
Fond du Lac	2,178	2,315	4,493	1,749	1,313	405
Fort Howard	940	1,002	1,942	1,681	697	121
Grand Rapids	341	339	670	314	203	97
Green Bay	1,552	1,483	3,035	1,243	695	493
Hudson	438	466	904	340	307	29
Janesville	2,041	2,141	4,182	1,420	1,167	292
Kaukauna	1,067	1,072	2,139	1,239	509	555
Kenosha	1,056	973	2,029	953	389	511
La Crosse	4,148	4,461	8,609	4,141	2,746	837

Census Statistics,

Madison	2,210	2,282	4,492	1,880	1,241	639
Marinette	2,000	1,914	3,914	1,854	1,519	281
Menasha	893	960	1,853	825	368	457
Menomonie	921	935	1,856	862	701	139
Merrill	1,174	1,216	2,390	1,089	793	135
Milwaukee	39,713	40,403	80,116	31,278	17,610	12,573
Mineral Point	438	453	881	412	360	85
Neenah	998	1,157	2,155	803	808	98
New London	415	397	812	324	248	76
Oconto	1,021	1,017	2,038	804	396	401
Onalaska	286	286	572	266	259	32
Oshkosh	4,279	4,242	8,521	3,180	1,682	1,400
Portage	927	1,049	1,976	726	530	249
Prairie du Chien	535	572	1,107	435	220	203
Racine	4,117	4,450	8,567	3,443	2,425	978
Reedsburg	312	308	620	288	245	115
Rice Lake	423	397	820	351	252	90
Ripon	500	557	1,057	455	529	18
Sheboygan	3,803	3,584	7,387	2,996	1,670	1,198
Stevens Point	1,443	1,354	2,797	.....	822	431
Sturgeon Bay	469	465	934	455	320	117
Tomahawk	311	348	659	262	223	.....
Watertown	1,696	1,682	3,378	1,299	666	609
Waupaca	397	393	790	328	317	.....
Wausau	1,616	1,560	3,176	1,278	909	245
West Superior	2,275	2,212	4,487	2,149	1,697	266
Whitewater	538	576	1,114	473	364	23

ENROLLMENT AND ATTENDANCE—1891-92.

Cities—Under city superintendent.	Enrollment in Public Schools.						Average daily attendance.	Days taught.
	Number between 4 and 20.			Under 4.	Over 20.	Total number enrolled.		
	Male.	Female.	Total.					
Totals	44,913	45,402	90,315	4	421	90,740	64,970	8,917
Antigo	406	397	803	.....	1	804	516	179
Appleton	1,040	950	1,990	.....	4	1,994	1,246	175
Ashland	726	769	1,495	.....	7	1,502	1,021	180
Baraboo	562	674	1,236	.....	.....	1,236	925	180
Beaver Dam	385	412	797	.....	.....	797	584	180
Beloit	612	714	1,326	.....	3	1,329	949	195
Berlin	382	390	772	.....	1	773	531	179
Brodhead	171	188	359	.....	.....	359	254	180
Chippewa Falls	613	660	1,273	.....	3	1,276	922	180
Columbus	254	249	503	.....	.....	503	324	190
De Pere	153	186	339	.....	1	340	294	180
Eau Claire	1,715	1,725	3,440	.....	10	3,450	2,209	180
Fond du Lac	1,076	1,082	2,158	.....	3	2,161	1,679	197
Fort Howard	549	517	1,066	.....	1	1,067	758	190
Grand Rapids	218	195	413	1	2	416	288	200
Green Bay	.....	.....	1,500	.....	.....	1,500	1,118	200
Hudson	327	371	698	.....	4	.....	500	180
Janesville	935	947	1,882	.....	2	1,884	1,295	180
Kaukauna	331	327	658	.....	.....	658	398	180
Kenosha	364	383	747	.....	2	749	570	180

Enrollment and Attendance.

La Crosse	2,406	2,360	4,766	.....	4	4,770	3,369	200
Madison	1,005	1,032	2,037	.....	.....	2,037	1,554	185
Marinette	1,207	1,141	2,348	.....	1	2,349	1,512	200
Menasha	304	337	641	.....	.....	641	399	190
Menomonie	665	583	1,248	.....	4	1,252	915	180
Merrill	773	788	1,561	1	1	1,563	883	169
Milwaukee	14,872	14,674	29,546	.....	6	29,552	21,737	194
Mineral Point	330	400	730	.....	3	733	454	165
Neenah	532	575	1,107	.....	.....	1,107	895	185
New London	207	222	429	.....	2	431	320	180
Oconto	395	390	785	.....	.....	785	533	200
Onalaska	166	199	365	.....	2	367	288	170
Oshkosh	1,498	1,488	2,986	.....	2	2,988	2,119	198
Portage	415	445	860	.....	1	861	645	190
Pra. du Chien	292	273	565	2	1	568	336	180
Racine	1,787	1,823	3,610	.....	2	3,612	2,750	200
Reedsburg	219	210	429	.....	3	432	310	180
Rice Lake	218	242	460	.....	.....	460	300	180
Ripon	414	438	852	.....	1	853	514	180
Sheboygan	1,391	1,377	2,768	.....	4	2,772	1,883	196
Stevens Point	715	667	1,382	.....	2	1,384	1,027	180
Sturgeon Bay	287	303	590	.....	.....	590	405	199
Tomahawk	230	226	456	.....	.....	456	247	180
Watertown	563	557	1,120	.....	.....	1,120	776	200
Waupaca	270	312	582	.....	3	585	412	180
Wausau	718	953	1,671	.....	1	1,772	1,268	179
West Superior	1,873	1,854	3,727	.....	328	4,055	2,090	195
Whitewater	342	397	739	.....	6	745	548	187

TEACHERS AND SALARIES—1891-92.

CITIES — Under city superintendent.	TEACHERS EMPLOYED.			TEACHERS' SALARIES.			
	Male.	Female.	Total.	Highest to males.	Average to males.	Highest to females.	Average to females.
Totals	218	1,705	1,923	$3,000	$1,071	$1,300	$412
Antigo	1	15	16	$1,200	$1,200	$540	$389
Appleton	11	40	51	1,500	1,018	600	444
Ashland	4	26	31	1,500	1,000	617	512
Baraboo	1	22	23	1,500	1,500	585	445
Beaver Dam	1	16	17	1,600	1,600	550	403
Beloit	1	29	30	1,500	1,500	550	429
Berlin	3	13	16	1,200	655	504	354
Brodhead	1	8	9	1,050	1,050	600	320
Chippewa Falls	2	32	34	1,600	1,137	550	408
Columbus	1	9	10	1,200	1,200	475	364
De Pere	1	6	7	900	900	.....	.....
Eau Claire	7	60	67	1,750	854	675	441
Fond du Lac	3	44	47	1,400	950	650	402
Fort Howard	1	20	21	1.300	1,250	600	385
Grand Rapids	1	6	7	1,000	1,000	495	405
Green Bay	2	30	32	1,500	1,250	600	375
Hudson	1	12	13	1,200	1,200	600	381
Janesville	1	45	46	1,800	1,800	800	450
Kaukauna	3	11	14	1,150	870	400	370
Kenosha	2	17	19	1,500	1,956	1,000	414
La Crosse	9	82	91	1,400	1,212	900	484
Madison	3	46	49	1,500	761	800	466

Teachers and Salaries.

Marinette	2	39	41	1,600	1,350	650	479
Menasha	1	12	13	1,200	1,200	500	388
Menomonie	3	30	33	1,400	968	630	403
Merrill	.....	29	29	.....	.....	1,000	378
Milwaukee	75	533	608	3,000	1,335	1,300	730
Mineral Point	2	12	14	1,200	897	360	296
Neenah	1	19	20	1,350	1,350	650	377
New London	1	8	9	900	900	450	354
Oconto	7	11	18	1,200	660	500	409
Onalaska	1	7	8	1,000	1,000	360	321
Oshkosh	10	56	66	2,000	950	650	443
Portage	1	18	19	1,400	1,400	600	388
Prairie du Chien	1	9	10	1,100	1,100	495	332
Racine	8	66	74	2,200	1,218	1,100	410
Reedsburg	1	7	8	1,000	1,000	495	392
Rice Lake	1	9	10	1,200	1,200	450	370
Ripon	2	14	16	1,000	745	450	345
Sheboygan	10	52	62	1,600	805	650	431
Stevens Point	1	30	31	1,600	1,600	570	431
Sturgeon Bay	2	9	11	1,100	800	550	425
Tomahawk	1	6	7	900	900	450	393
Watertown	2	22	24	1,600	1,300	600	411
Waupaca	1	10	11	1,100	1,100	450	329
Wausau	3	29	32	600	563	500	369
West Superior	19	64	83	2,000	994	850	611
Whitewater	2	15	17	1,600	1,125	600	443

TEACHERS' CERTIFICATES, 1891-92.

Cities — Under city superintendent.	Teachers holding state certificates.	Certificates Granted by City Sup't.							Applicants refused certificates.	Normal Teachers.	
		1st Grade.		2nd Grade.		3rd Grade.		Total.		Graduates.	Non-graduates.
		To Males.	To Fem.	To Males.	To Fem.	To Males.	To Fem.				
Totals	120	28	93	12	192	12	677	1,358	186	443	270
Antigo	.....	.....	2	.....	11	.....	.....	13	.....	3	5
Appleton	8	3	3	.....	5	.....	10	21	2	2	.....
Ashland	4	1	2	.....	.....	.....	22	25	5	3	20
Baraboo	3	.....	1	.....	3	.....	6	10	.....	2	4
Beaver Dam	.....	1	3	.....	2	.....	11	27	.....	.....	.....
Beloit	2	.....	3	.....	4	.....	.....	7	4	.....	3
Berlin	1	.....	3	.....	.....	.....	.....	3	.....	1	4
Brodhead	.....	.....	.....	.....	.....	.....	8	8	.....	2	2
Chippewa Falls	3	1	.....	.....	2	.....	15	19	.....	3	7
Columbus	2	.....	.....	.....	6	.....	.....	6	2	.....	2
DePere	1	.....	.....	.....	3	.....	.....	3	.....	3	.....
Eau Claire	3	1	6	1	5	2	47	62	.....	1	19
Fond du Lac	.....	.....	1	.....	48	2	51	.....	.....	.....	1
Fort Howard	.....	.....	6	.....	12	.....	6	24	.....	2	.....
Grand Rapids	2	.....	.....	.....	.....	.....	.....	.....	.....	2	3
Green Bay	5	.....	1	.....	4	.....	.....	5	.....	6	8
Hudson	2	1	3	.....	2	.....	5	11	.....	2	6
Janesville	4	.....	10	.....	12	.....	12	34	2	3	3
Kaukauna	2	1	1	.....	5	.....	12	18	1	2	5
Kenosha	2	.....	1	1	2	.....	19	23	5	2	7

Teacher's Certificates.

La Crosse	5	2		6			86	94	2	16	50
Madison	8	2	1				7	10		1	2
Marinette	2									3	4
Menasha	2	1						1		2	2
Menomonie	3	1			5		20	26		5	2
Merrill	2		1		1		28	30	2	1	6
Milwaukee	12							445	113	300	
Mineral Point	1	2	1				11	14		2	4
Neenah	2										6
New London	1	1			2		6	9		2	2
Oconto	1	1	4				3	8			4
Onalaska	1		1					7		1	5
Oshkosh	2	3	2			8	100	113	13	9	18
Portage			1		1		12	14			6
Prairie du Chien	1		7		3		1	11			
Racine	2	1	2				30	33		3	4
Reedsburg	3		1		1		4	6		3	3
Rice Lake	2			2	10			12		5	
Ripon	2			1			11	12		3	4
Sheboygan	11	1	1		3	1	37	43		20	9
Stevens Point	1		14		5		10	29		5	8
Sturgeon Bay	1	1			2		6	9		3	2
Tomahawk		1			3		3	7		1	
Watertown	3		3		4		7	14	3		
Waupaca	1	1	3		1		7	12	1	1	2
Wausau	1	1	4			1	23	29			
West Superior	4		1	1	19		35	55	25	15	13
Whitewater	2				6			6	6	3	15

APPARATUS, LIBRARIES AND KINDERGARTENS—1891-92.

CITIES—Under city superintendents.	No. of school rooms occupied.	NUMBER OF SCHOOL ROOMS SUPPLIED WITH								
		Sufficient black boards.	Reading charts.	Map of state.	Map of U. S.	Science charts.	Globe.	Other apparatus.	Adequate apparatus.	Unab. Dict.
Totals	1,577	1,562	321	792	605	175	429	681	452	1,238
Antigo	15	15	5	14	3	3	.....	14	14	5
Appleton	46	46	11	30	15	4	15	16	35	34
Ashland	28	28	10	8	4	.....	12	10	.....	20
Baraboo	20	20	.....	20	4	.....	4	22	22	12
Beaver Dam	18	16	.....	12	14	5	14	14	.....	15
Beloit	23	23	3	23	4	1	1	1	.....	20
Berlin	14	14	1	9	6	2	5	1	1	12
Brodhead	8	8	3	8	8	2	2	3	.....	8
Chippewa Falls	25	25	7	10	12	.....	10	6	6	16
Columbus	10	8	2	8	8	1	1	7	.....	7
De Pere	6	6	2	6	4	3	.....	6	.....	1
Eau Claire	62	62	16	12	12	6	16	62	62	61
Fond du Lac	46	46	13	46	16	6	14	8	.....	24
Fort Howard	19	19	6	19	5	1	3	13	5	15
Grand Rapids	7	7	3	7	5	2	4	7	6	5
Green Bay	26	26	7	20	7	4	6	10	18	22
Hudson	13	13	6	7	11	3	3	.....	7	10
Janesville	41	41	8	41	41	41	41	41	41	31
Kaukauna	11	10	3	5	8	3	5	11	1	8
Kenosha	17	17	4	8	9	3	17	17	.....	4
La Crosse	72	72	33	72	72	2	31	79	.....	52
Madison	35	35	15	21	27	1	11	35	.....	31
Marinette	36	36	7	20	35	.....	29	1	.....	25

Apparatus, Libraries and Kindergartens.

Menasha	12	12	6	12	4	2	4	4	.....	12
Menomonie	30	30	6	20	17	5	7	24	10	14
Merrill	22	22	11	13	13	4	18	4	.....	26
Milwaukee	426	426	.....	.....	.....	.....	.....	.....	.....	424
Mineral Point	13	10	2	14	3	.....	3	14	.....	5
Neenah	18	18	6	17	8	5	6	18	18	18
New London	9	9	3	5	6	2	4	7	5	8
Oconto	14	14	4	.....	6	5	4	1	1	7
Onalaska	7	6	1	5	5	1	5	7	3	4
Oshkosh	67	62	10	13	12	3	10	25	10	24
Portage	18	18	6	16	6	1	8	12	.....	6
Pra. du Chien	10	10	4	10	5	1	6	4	10	6
Racine	71	71	18	60	50	12	10	10	.....	44
Reedsburg	6	6	2	6	6	6	6	6	6	4
Rice Lake	9	9	4	1	1	1	3	9	7	9
Ripon	15	13	8	4	4	2	2	1	1	9
Sheboygan	42	42	12	38	20	1	.....	41	42	23
Stevens Point	25	26	7	12	9	6	7	1	.....	26
Sturgeon Bay	11	11	2	11	4	1	2	3	10	7
Tomahawk	6	6	1	3	3	1	.....	6	.....	6
Watertown	24	24	4	4	9	20	5	1	24	24
Waupaca	9	9	2	9	3	1	2	9	1	3
Wausau	29	29	15	22	18	.....	.....	8	.....	21
West Superior	70	70	20	65	60	.....	70	70	70	78
Whitewater	16	16	2	6	3	2	2	11	16	4

APPARATUS, LIBRARIES AND KINDERGARTENS—1891-92.

Cities — Under city superintendent.	Value of all apparatus.	Libraries.					Kindergartens.		
		Volumes added this year.	Amount expended for same.	Total No. vols. in library.	Cash value.	Public library in city.	No. in city.	Teachers employed.	Pupils enrolled
Totals	$90,499	3,329	$4,650	42,650	$46,732	.....	53	90	6,230
Antigo	$ 300	40	$ 42	440	$ 450	No.	.....	.....	.....
Appleton	2,576	.....	401	3,039	2,900	No.	1	1	12
Ashland	100	5	14	300	200	Yes.	1	2	30
Baraboo	540	70	90	604	450	No.	.....	.....	.....
Beaver Dam	1,000	25	25	125	325	Yes.	.....	.....	.....
Beloit	300	60	138	400	575	No.	1	2	42
Berlin	1,500	100	150	900	800	No.	2	2	143
Brodhead	200	166	200	282	300	No.	.....	.....	.....
Chippewa Falls	800	500	450	650	600	No.	.....	.....	.....
Columbus	350	50	8	105	50	Yes.	1	1	100
De Pere	300	75	75	760	500	Yes.	.....	.....	.....
Eau Claire	545	8	42	551	937	Yes.	.....	.....	.....
Fond du Lac	1,400	18	12	572	857	Yes.	.....	.....	.....
Fort Howard	800	.....	.....	92	225	Yes.	.....	.....	.....
Grand Rapids	300	15	32	.....	360	Yes.	.....	.....	.....
Green Bay	1,000	369	124	.....	324	Yes.	.....	.....	.....
Hudson	400	50	50	400	500	No.	.....	.....	.....
Janesville	1,500	.....	.....	702	1,500	Yes.	2	2	170
Kaukauna	400	400	165	775	950	No.	.....	.....	.....
Kenosha	500	27	85	330	420	Yes.	.....	.....	.....
La Crosse	5,000	6	4	705	700	Yes.	.....	.....	.....
Madison	1,800	10	20	1,100	1,500	Yes.	.....	.....	.....

Apparatus, Libraries and Kindergartens.

Marinette	600	.....	.....	332	300	Yes.	.....	.....	.....
Menasha	250	.....	.....	800	1,200	No.	.....	.....	.....
Menomonie	1,240	342	209	1,013	747	Yes.	.....	.....	.....
Merrill	775	1	6	57	300	Yes.	.....	.....	.....
Milwaukee	.....	.....	1,158	12,000	13,180	Yes.	28	54	4,322
Mineral Point	500	.....	.....	281	200	No.	.....	.....	.....
Neenah	125	1	6	148	284	Yes.	.....	.....	.....
New London	1,000	40	30	205	325	Yes.	.....	.....	.....
Oconto	325	1	1	150	120	No.	.....	.....	.....
Onalaska	300	7	.....	50	35	No.	.....	.....	.....
Oshkosh	900	40	.....	2,132	1,800	No.	.....	.....	.....
Portage	500	65	45	398	340	No.	.....	.....	.....
Prairie du Chien	250	53	48	480	590	No.	1	1	63
Racine	1,500	25	46	1,100	500	No.	.....	.....	.....
Reedsburg	.....	50	32	325	150	No.	.....	.....	.....
Rice Lake	.....	66	78	124	358	No.	.....	.....	.....
Ripon	200	42	24	600	310	No.	.....	.....	.....
Sheboygan	500	50	142	3,010	2,600	Yes.	5	13	663
Stevens Point	800	141	190	2,800	3,500	Yes.	.....	.....	.....
Sturgeon Bay	400	100	117	627	550	Yes.	.....	.....	.....
Tomahawk	50	82	57	187	110	No.	1	1	95
Watertown	800	.....	30	893	810	No.	1	1	48
Waupaca	440	50	45	250	350	No.	.....	.....	.....
Wausau	500	79	79	665	650	No.	1	.....	20
West Superior	5,332	.....	.....	.....	.....	.....	7	9	522
Whitewater	600	100	80	1,040	2,000	Yes.	1	1	.....

SCHOOL HOUSES AND TEXT BOOKS.—1891-92.

CITIES — Under city superintendent.	No. public school houses.	School houses built this year.	Pupils school houses will accommodate	School house sites owned by city.	School houses built of stone or brick.	Highest valuation of school house and site.	Valuation of all school houses.	Valuation of all sites.	School houses in good condition.	School houses properly ventilated.	School houses with outhouses in good condition.	TEXT-BOOKS. Purchased by the city.	TEXT-BOOKS. Sold or loaned to pupils.
Totals	299	20	86,972	202	175	$1,216,200	$3,765,360	$1,278,450	231	145	270	.. ..	....
Antigo	8	.....	800	6	1	$22,000	$27,000	$7,000	5	2	6	No.	
Appleton	8	.....	2,000	9	7	40,000	150,000	40,000	6	4	....	No.	
Ashland	7	1	1,200	8	2	70,000	550,000	71,000	7	7	7	Yes.	Sold.
Baraboo	4	....	1,200	4	.....	25,000	45,000	13,000	3	1	4	Yes.	
Beaver Dam	5	1	1,000	5	5	30,000	60,000	15,000	5	5	5	No.	
Beloit	4	... ..	1,550	4	4	35,000	90,000	25,000	4	3	4	No.	
Berlin	3	.....	866	2	....	5,006	20,000	10,000	3	3	3	Yes.	Loaned
Brodhead	2	.....	450	2	2	10,000	10,000	1,250	2	2	2	No.	
Chippewa Falls	8	1	1,300	8	3	20,500	71,000	21,000	6	1	8	No.	
Columbus	2	. ...	480	2	.. ....	7,500	14,000	2,000	2	2	2	No.	
De Pere	2	.....	400	2	2	4,000	6,000	2,000	1	.....	2	No.	
Eau Claire	15	1	3,006	15	....	1,200	50,460	46,150	15	8	14	Yes.	Loaned
Fond du Lac	17	.....	2,750	15	2	50,000	98,000	21,000	15	.....	17	No.	
Fort Howard	6	1	1,170	6	6	22,000	34,000	9,000	5	3	6	No.	
Grand Rapids	1	1	600	1	1	35,000	30,000	35,000	1	1	1	Yes.	Loaned
Green Bay	6	.....	.....	6	5	25,000	66,000	6,000	6	5	4	No.	
Hudson	5	.....	900	5	3	25,000	45,000	10,000	5	3	5	No.	
Janesville	7	2	2,000	7	7	55,000	15,000	47,000	7	6	7	No.	
Kaukauna	3	2	650	2	1	27,500	22,000	3,000	1	1	3	No.	
Kenosha	3	... ..	900	3	2	60,000	57,000	17,000	3	1	3	No.	
La Crosse	17	2	4,387	14	8	30,006	250,000	45,000	14	14	14	Yes.	Loaned
Madison	10	1	2,070	9	9	70,000	180,000	65,000	10	... ..	10	Yes.	Loaned
Marinette	5	2	2,200	5	3	30,000	70,000	13,000	5	5	5	Yes.	Loaned
Menasha	7	1	760	5	4	12,000	20,500	4,000	1	1	1	No.	
Menomonie	7	.. ...	1,350	7	1	18,000	36,300	10,200	7	2	7	No.	
Merrill	5	.....	1,150	6	.....	10,000	25,000	8,300	5	4	5	No.	
Milwaukee	36	1	27,718	36	36	100,000	774,600	281,550	.....	....	36	No.	
Mineral Point	3	1	850	2	2	7,500	15,000	5,000	3	3	3	No.	
Neenah	5	.. ...	.. ..	.....	4	35,000	50,000	3,000	5	2	5	Yes.	Sold.
New London	2	.....	500	2	.. ....	5,000	7,000	1,500	2	2	2	No.	
Oconto	4	.....	850	4	3	6,000	22,000	3,000	4	4	4	No.	

School-Houses and Text-Books.

Onalaska	1	.....	390	1	.....	8,900	8,000	900	1	1	1	Yes.	Loaned
Oshkosh	10	.....	3,300	11	8	50,000	180,000	43,000	4	4	5	Yes.	Loaned
Portage	5	.....	1,260	5	5	10,000	35,000	65,000	9	2	9	No.	
Prairie du Chien	4	.....	720	4	3	15,000	20,000	2,000	4	4	3	No.	
Racine	9	.....	3,000	9	9	28,000	175,000	60,000	9	5	9	No.	
Reedsburg	2	.....	450	2	1	4,000	7,000	1,000	2	1	2	No.	
Rice Lake	3	.....	400	3	1	12,000	16,000	5,000	3	1	3	Yes.	Loaned
Ripon	4	1	900	5	1	25,000	50,000	52,000	4	2	3	No.	
Sheboygan	7	.....	2,700	6	.....	3,500	90,000	35,000	7	7	7	No.	
Stevens Point	7	1	1,326	8	3	1,600	40,000	13,000	5	4	7	.....	
Sturgeon Bay	3	.....	700	3	1	11,000	6,000	5,000	3	1	3	No.	
Tomahawk	2	.....	300	2	1	14,000	15,000	1,600	2	1	2	Yes.	Loaned
Watertown	5	.....	1,200	5	4	20,000	40,000	12,000	5	5	5	Yes.	Loaned
Waupaca	1	.....	700	1	1	12,000	10,000	2,000	1	.....	1	No.	
Wausau	10	.....	1,500	10	10	20,000	60,000	13,000	10	10	10	No.	
West Superior	7	.....	1,800	13	2	70,000	76,000	118,000	2	2	2	Yes.	Loaned
Whitewater	2	.....	719	2	2	18,000	19,000	4,500	3	.....	2	No.	

FINANCIAL RECEIPTS — 1891-92.

CITIES—Under city superintendent.	Amount on hand June 30, 1891.	From taxes for building and repairing.	From taxes for teachers' wages.	From taxes for apparatus and libraries.	From general tax for school purposes.	From taxes levied by county board.	From income of school fund.	From all other sources.	Total.
Totals...	$573,185 45	$73,789 30	$44,960 52	$25,688 68	$1,016,719 42	$146,453 40	$285,208 78	$186,335 44	$2,325,341 00
Antigo.....	$703 74	.....	$7,000 00	.....	$2,368 48	$1,463 30	$3,751 77	$8,645 55	$23,932 84
Appleton....	7,887 72	.....	.....	.....	32,000 00	6,121 17	7,569 23	3,055 69	56,633 81
Ashland.....	14,089 36	.....	.....	.....	15,500 00	3,275 32	3,261 99	3,018 95	39,145 62
Baraboo.....	5,068 78	.....	.....	.....	10,577 50	1,916 85	1,811 46	861 97	20,236 56
Beaver Dam.	3,924 98	.....	.....	.....	8,500 00	2,217 33	2,217 33	1,979 77	18,839 41
Beloit.....	8,128 10	.....	.....	.....	9,000 00	2,639 50	2,083 34	1,945 78	23,796 72
Berlin.....	5,178 76	.....	.....	.....	6,000 00	1,910 89	1,441 79	1,209 25	15,740 69
Brodhead....	1,624 58	.....	.....	.....	2,921 93	1,076 65	1,287 03	163 74	.....
Chippewa Falls .	4,484 75	$15,000 00	10,000 00	$500 00	2,000 00	4,500 00	7,763 29	901 15	45,149 19
Columbus....	155 50	7,291 17	.....	.....	3,805 09	924 80	924 30	145 85	13,246 71
De Pere . ..	2,380 13	.....	.....	.....	3,240 91	1,051 56	307 70	21 00	6,982 20
Eau Claire...	22,870 67	.....	.....	.....	33,800 00	7,403 83	5,865 47	40,241 59	110,181 56
Fond du Lac.	8,038 55	.....	.....	.....	15,000 00	5,776 25	17,396 10	774 60	41,209 50
Fort Howard	1,357 36	.....	.....	.....	6,700 00	2,303 14	2,000 72	706 95	13,168 17
Grand Rapids	.....	.....	.....	.....	4,200 00	799 49	307 72	.....	5,296 19
Green Bay...	389 08	.....	.....	.....	12,378 56	3,992 02	4,079 60	400 98	21,240 24
Hudson.....	4,381 47	.....	.....	.....	5,663 06	1,081 43	1,152 25	467 70	12,745 91
Janesville....	20,948 11	.....	.....	.....	18,000 00	5,419 39	4,159 49	1,665 00	50,191 99
Kaukauna...	13,349 30	800 00	.....	.....	9,456 28	2,089 00	4,312 66	2,143 50	32,151 14
Kenosha	7,440 57	.....	.....	.....	11,599 60	3,000 00	2,805 48	1,507 48	26,353 16

Financial Receipts.

La Crosse....	30,793 23	19,540 01	.....	.....	44,600 00	11,024 02	8,947 31	563 59	84,674 93
Madison.....	10,411 43	.....	.....	.....	26,783 08	6,281 77	7,214 36	2,311 59	53,002 23
Marinette....	6 081 19	20,000 00	.....	.....	18,000 00	4,117 40	3,524 61	355 77	52,078 97
Menasha	12,847 30	600 00	3,500 00	100 00	1,300 00	2,252 25	2,560 45	30 90	23,191 40
Menomo	10,693 58	.....	314 77	1,884 16	13,000 00	2,412 10	607 20	127 50	29,039 31
Merrill	8,011 36	.....	.....	.....	7,750 10	2,944 00	307 70	9,889 66	28,902 72
Milwaukee ..	269.126 68	.....	.....	.....	397,862 92	.....			
Mineral Point.	3,209 29	3,000 00	4,500 00	.....	.....	1,238 38	103,352 17 1,212 18	6,258 15 627 45	776,599 92 .....
Neenah..	8,144 55	.....	.....	.....	6,946 49	2,764 86	2,764 86	2,623 20	23,243 96
New London.	406 84	.....	.....	.....	2,422 43	833 26	903 05	1,054 86	5,720 44
Oconto.. ...	4,576 81	.....	3,600 87	.....	.....	1,759 23	566 94	307 70	10,811 55
Onalaska ...	1,234 06	.....	.....	.....	2,000 00	723 23	1,562 38	50 80	5,570 47
Oshkosh. .	4,004 82	58 12	8,044 88	22,896 82	.....	748 21	12,178 02	47,930 87	9,779 02
Portage.....	1,577 58	.....	.....	.....	6,222 42	2,364 43	2,479 76	660 30	13,304 49
Pra. du Chien	3,488 09	.....	.....	.....	2,215 79	1,534 69	1,117 19	359 36	8,705 12
Racine	10,462 00	.....	.....	.....	28,000 00	12,000 00	22,415 63	13,035 98	85,913 61
Reedsburg...	498 58	.....	.....	.....	2,500 00	738 10	829 11	542 02	5,107 81
Rice Lake....	577 87	.....	.....	307 70	4,872 53	828 10	695 29	28 00	7,309 49
Ripon	4,198 91	.....	.....	.....	7,187 10	1,113 14	1,868 20	1,113 33	15,480 68
Sheboygan ..	7,886 57	.....	8,000 00	.....	31,292 95	8,403 54	6,966 27	6,425 62	68,974 95
Stevens Point.	2,985 08	7,500 00	.....	.....	17,000 00	3,738 68	7,551 55	4,544 67	43,319 99
Sturgeon Bay.	2,082 86	.....	.....	.....	3,340 00	1,006 52	1,307 12	461 92	8,198 42
Tomahawk..	1,000 00	.....	.....	.....	7,800 00	1,200 00	552 33	.....	10,552 33
Watertown..	7.537 99	.....	.....	.....	5,074 05	4,530 01	4,830 06	306 44	22,278 55
Waupaca....	1,123 52	.....	.....	.....	3,127 00	923 25	1,061 15	641 70	6,876 62
Wausau.....	1,455 87	.....	.....	.....	12,688 53	4,714 65	7,792 90	1,348 80	27,996 25
West Superior.	24,220 75	.....	.....	.....	145,030 00	5,452 36	2,804 36	13,063 36	190,570 83
Whitewater..	2,147 16	.....	.....	.....	6,992 63	1,737 89	1,737 91	1,815 40	14,430 99

FINANCIAL DISBURSEMENTS — 1891-92.

CITIES—Under city superintendents.	For building and repairing.	For apparatus and libraries.	For wages of male teachers.	For wages of female teachers.	For old indebtedness.	For furniture, registers and records.	For all other purposes.	Total.	Balance on hand June 30, 1892.
Totals	$224,949 34	$9,632 43	$126,989 58	$826,326 70	$38,478 21	$49,809 04	$300,516 75	$1,576,702 00	$748,638 95
Antigo	$3,067 91	$634 79	$1,200 00	$5,520 01	$1,938 54	.....	$11,472 25	$23,833 50	$99 34
Appleton	2,184 60	477 84	9,280 00	15,555 65	11,756 10	.....	9,638 53	48,892 72	7,741 09
Ashland	3,667 83	62 64	3,400 00	12,054 25	.....	242 93	6,433 08	25,860 68	13,284 94
Baraboo	515 80	164 64	1,200 00	9,277 00	50 00	.....	3,347 35	14,554 79	5,681 77
Beaver Dam	4,660 55	120 41	1,600 00	6,450 00	.....	.....	3,293 87	16,124 80	2,714 58
Beloit	313 34	295 66	1,500 00	11,585 00	.....	143 10	3,198 57	17,045 50	6,751 15
Berlin	714 42	250 00	2,010 00	4,614 46	.....	.....	2,486 73	10,075 61	5,665 08
Brodhead	242 80	.....	1,050 00	2,565 00	.....	.....	957 83	4,815 63	2,258 30
Chippewa Falls	18,632 76	533 34	2,275 00	11,292 25	.....	854 01	3,102 04	36,690 30	8,458 89
Columbus	112 26	27 40	1,200 00	3,277 50	.....	3 50	1,168 01	5,788 67	7,458 04
De Pere	364 67	115 22	900 00	2,385 00	.....	364 67	.....	4,129 56	2,852 64
Eau Claire	7,593 60	47 10	5,924 46	22,872 07	500 00	326 77	11,740 38	49,004 38	61,177 18
Fond du Lac	1,993 85	203 62	2,850 00	17,325 81	.....	191 82	6,350 87	28,915 97	12,293 53
Fort Howard	1,987 45	.....	1,300 05	7,252 06	.....	.....	2,628 61	13,168 47	.....
Grand Rapids	291 90	32 90	1,000 00	2,430 00	798 00	.....	945 64	5,498 44	.....
Green Bay	1,171 54	.....	2,500 00	12,310 34	.....	.....	3,799 14	19,781 02	1,459 22
Hudson	1,700 00	50 00	1,200 00	4,569 00	.....	200 00	2,576 91	10,295 91	2,450 00
Janesville	24,500 00	.....	1,800 00	16,870 00	.....	680 00	3,250 00	47,100 00	3,091 99
Kaukauna	18,034 00	250 00	2,630 00	3,400 00	237 00	1,558 81	3,142 69	29,252 50	2,898 64
Kenosha	10,336 02	217 96	2,100 00	7,630 00	.....	1,892 10	2,501 28	24,677 36	1,675 80
La Crosse	21,757 22	49 12	13,100 00	37,101 24	.....	578 06	11,810 82	84,396 46	31,071 70
Madison	8,311 48	.....	4,285 00	21,484 39	1,800 00	220 18	9,059 65	45,160 65	7,841 58

Financial Disbursements.

Marinette	20,000 00	.....	2,700 00	16,877 50	636 00	756 30	7,702 36	48,672 16	3,406 81
Menasha	10,702 03	.....	1,285 00	4,660 00	.....	413 55	2,612 61	19,673 19	3,518 24
Menomonie	1,383 85	235 21	2,905 00	10,590 85	.....	3 00	3,639 05	18,756 96	10,282 35
Merrill	2,467 93	6·00	.....	8,829 97	.....	523 69	1,392 71	13,220 30	15,682 42
Milwaukee	.....	3,654 81	.....	379,676 50	.....	.....	76,863 01	460,194 32	316,405 60
Mineral Point	3,109 23	87 05	1,795 00	3,555 00	.....	.....	1,953 56	10,499 56	3,287 74
Neenah	419 89	296 87	1,350 00	7,165 00	2,350 00	122 13	2,616 78	14,320 67	8,923 29
New London	.....	50 00	900 00	2,835 00	.....	.....	890 56	4,675 56	1,044 88
Oconto	.....	187 40	3,200 00	4,510 00	.....	.....	.....	7,897 40	2,914 15
Onalaska	27 40	150 65	1,000 00	2,250 00	.....	95 43	641 20	4,164 68	1,405 79
Oshkosh	19,025 12	.....	.....	.....	.....	30,000 00	8,313 86	370 91	57,709 89
Portage	.....	45 83	1,400 00	7,450 00	833 02	180 29	3,002 63	12,911 77	392 22
Prairie du Ch'n	154 18	48 44	1,099 88	2,970 38	.....	149 76	810 75	5,233 49	3,471 63
Racine	14,728 03	185 26	9,750 00	25,353 25	.....	691 92	10,645 86	61,354 32	24,559 29
Reedsburg	233 38	122 70	1,000 00	2,745 00	.....	.....	588 81	4,689 89	417 92
Rice Lake	124 64	125 27	1,199 98	3,070 00	.....	.....	1,287 63	5,807 52	1,501 97
Ripon	960 83	21 00	1,495 00	4,886 25	.....	.....	6,122 68	13,485 76	1,994 92
Sheboygan	2,025 77	270 90	7,633 00	20,239 50	.....	209 30	8,744 60	39,123 07	29,851 80
Stevens Point	7,783 10	210 12	1,600 00	12,093 71	1,250 10	2,188 27	7,653 49	32,778 69	10,541 30
Sturgeon Bay	205 53	153 74	1,600 00	3,424 08	140 80	42 15	1,128 07	6,694 37	1,504 05
Tomahawk	548 56	57 20	900 00	2,362 50	688 75	397 63	1,317 69	6,272 33	4,280 00
Watertown	885 58	36 10	2,595 00	9,013 08	.....	.....	3,125 00	15,654 76	6,623 79
Waupaca	530 99	75 58	1,100 00	3,416 00	.....	258 64	937 07	6,319 03	557 59
Wausau	6,428 43	79 69	1,639 95	10,135 69	.....	225 40	4,539 24	23,032 40	4,963 85
West Superior	1,066 92	.....	12,287 26	34,694 41	15,500 00	6,294 73	36,251 51	105,994 83	84,586 00
Whitewater	.....	.....	2,250 00	6,700 00	.....	.....	4,831 82	13,781 82	649 17

FREE HIGH SCHOOLS (Aided by the State)—1890–91.

Location.	Principal.	Legal qualification of the principal.	Salary of the principal.	Assistants Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male.	Fem.	Male.	Female.	Total.	
Total			$166,834	24	147	4,386	5,812	10,198	279
Ahnapee	H. K White.	Diploma Oshkosh N. S.	$1,000			11	22	23	
Alma	J. E. Hoenes	Diploma Milwaukee N. S.	850		1	26	18	44	
Almond	Spencer Haven	Special Certificate	200					30	4
Antigo	J. E. Hoyt	Diploma State University	1,300		1	34	45	79	1
Appleton	O. H. Ecke	Diploma State University	1,200	4	3	76	95	171	3
Arcadia	A. C. Finn	Diploma State University	800	1		21	22	43	3
Argyle	J. L. Sherron	Unlimited State Certificate	720			12	24	36	2
Ashland	J. M. Turner	Diploma State University	1,500		1	23	37	60	
Augusta	L. W. Wood	Special Certificate	1,260		1	23			
Avoca	John C. Nodolf	Diploma N. S.	450			17	20	37	1
Bangor	C. E. Lamb	Special Certificate	720			18	25	43	
Baraboo	L. H. Clark	Diploma Whitewater N. S.	1,600		2	40	70	110	9
Barron	F. F. Wood	Limited State Certificate	675			7	13	20	
Bayfield	J. L. Thatcher	Special Certificate	1,000			15	13	28	
Beaver Dam	H. B. Hubbell	Diploma Dartmouth College	1,500		2	46	68	111	
Belleville	A. J. Olsen	Diploma State University	700			32	30	62	3
Beloit	W. S. Axtell	Diploma Beloit College.	1,400		3	24	102	126	4
Berlin	A. F. Rote	Diploma State University	1,200		1	46	87	133	
Black Earth	E. W. Walker	Limited State Certificate	1,000			18	27	45	10
Black Riv. Falls	Dwight Kinney	Unlimited State Certificate	1,550	1	2	33	56	89	3

Free High Schools, 1890–91.

Bloomer	J. F. Gibson	Diploma Platteville N. S	675		1	20	22	42	1
Bloomington	S. E. Pearson	Diploma Platteville N. S	720		1	27	26	53	2
Boscobel	J. A. Tormey	Diploma Platteville N. S	950		1	22	25	47	2
Brandon	D. S. Gibbon	Diploma Oshkosh N. S	800			29	28	57	
Brodhead	F. E. McGovern	Diploma State University	1,000		1	22	42	64	
Burlington	C. W. Rittenburg	Special Certificate	1,100		2	34	45	79	1
Cadott	J. C. Churchill	Diploma N. S.	675			5	28	33	
Cambridge	D. K. Tone	Special Certificate	650			12	17	29	1
Cassville	C. L Harper	Special Certificate	950			22	21	43	1
Centralia	G. W. Paulus	Diploma State University	900		1	2			5
Chetek	R. H. Mueller	Diploma State University	630			17	30	47	8
Chilton	P. H. McGovern	Diploma State University	925	1		21	20	41	1
Chippewa Falls	Geo. S. Parker	Diploma State University	1,600		3	68	89	157	
Clinton	J. B. Borden	Diploma Milton College	750		1	8	28	36	
Clintonville	W. D. Acherman		765			11	24	35	
Colby	J. F. Sims	Unlimited State Certificate	850			22	24	46	
Columbus	L. M. Roberts	Diploma State University	1,200		1	20	35	55	
Cuba City	Geo. A. Byrne	Special Certificate				18	14	32	
Cumberland	A. E. Brainerd	State Certificate	1,000		1	20	28	48	
Darlington	Geo. E. Cabanis	Diploma Platteville N. S	1,150		2	48	58	106	
Delavan	J. H. Hutchison	Diploma State University	1,100		2	34	43	77	
De Pere	F. W. Buchholz	Diploma Oberlin College	900		1	27	23	50	
Dodgeville	L. L. Clarke	Unlimited State Certificate	1,300		2	48	75	123	10
Durand	J. W. Nesbit	Special Certificate	800			28	35	63	
East Troy	A. H. Fletcher	Special Certificate	810	1		37	34	71	1
Eau Claire	M. S. Frawley	Diploma State University	1,750		1	49	88	137	3
Edgerton	F. M. Jack	Diploma Beloit College	800		1				
Elkhorn	J. T. Edwards	Limited State Certificate	1,100		2	53	59	112	
Ellsworth	C. J. Brewer	Limited State Certificate	675			19	22	41	1
Elroy	J. R. Slonaker	Diploma, Terre Haute	1,000		1	12	42	54	2
Evansville	L. E. Gettle	Unlimited State Certificate	1,150		2	29	59	88	
Fennimore	F. L. Churchill	Diploma N. S	600			20	17	37	
Florence	F. W. Barker	Unlimited State Certificate	1,000			16	17	33	
Fond du Lac	I. N. Mitchell	Diploma Michigan University	1,400	2	3	59	84	143	12
Ft. Atkinson	D. D. Mayne	Diploma Platteville N. S	1,600		2	46	57	103	2
Ft. Howard	Otis R. Larsen	Diploma Oshkosh N. S	1,200		1	19	46	65	

FREE HIGH SCHOOLS (Aided by the State) — 1890-91 — Continued.

Location.	Principal.	Legal qualification of the principal.	Salary of the principal.	Assistants Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male.	Fem.	Male.	Female.	Total.	
Fox Lake	W. N. Parker	Diploma State University	$900	.....	.....	18	17	35	4
Fremont	H. S. Kneip	Diploma State University	540	.....	.....	13	8	21	1
Friendship	John Purves	Diploma River Falls N. S	450	.....	.....	.....	.....	.....	.....
Glenbeulah	A. J. Strassburger	Diploma N. S	700	.....	.....	14	17	31	.....
Grand Rapids	Wm. H. Luehr	Diploma State University	1,000	.....	1	41	41	82	.....
Green Bay	John A. Hancock	Diploma State University	1,500	1	1	40	50	90	.....
Hartford	P. T. Nelson	Diploma Whitewater N. S	1,000	.....	1	14	27	41	1
Hazel Green	H. B. Lathe	Unlimited State Certificate	720	.....	.....	19	11	30	.....
Highland	Chas. Johnson	Diploma Platteville N. S	675	.....	.....	.....	.....	.....	.....
Hillsborough	E. V. Wernick	Diploma Oshkosh N. S	800	.....	.....	9	16	25	5
Horicon	J. H. Derse	Diploma Whitewater N. S	1,150	.....	1	41	41	82	4
Hudson	A. E. Schaub	Diploma State University	1,200	.....	1	29	35	64	2
Humbird	J. W. T. Ames	Diploma Lawrence University	630	.....	.....	10	13	23	1
Janesville	F. W. Cooley	Diploma Lawrence University	1,800	1	.....	34	91	125	5
Jefferson	J. G Adams	Diploma Platteville N. S	1,200	.....	1	31	30	61	1
Juneau	E. C. McClelland	Special Certificate	700	.....	1	13	23	36	.....
Kenosha	F. Cleary	Unlimited State Certificate	1,200	.....	1	30	52	82	2
Kewaunee	M. McMahon	Unlimited State Certificate	1,000	.....	1	27	26	53	.....
Kiel	A. W. Dassler	Limited State Certificate	750	.....	1	24	11	35	.....
Lake Geneva	J. H. Gould	Unlimited State Certificate	1,500	.....	2	36	44	80	3
Lake Mills	H. L. Terry	Unlimited State Certificate	1,200	.....	1	30	27	57	2
Lancaster	C. R. Showalter	Diploma Platteville N. S	1,150	.....	1	32	45	77	2

Free High Schools, 1890–91.

Linden	Geo. E. Dietrich	Limited State Certificate	540		1	7	13	20	1
Lodi	O. J. Schuster	Diploma State University	1,000		1	28	44	72	2
Lone Rock	Fred S. Fish	Diploma Cornell University	400						
Madison	E. J. McEwan	Diploma Kalamazoo Col	1,800	1	12	122	195	217	7
Manawa	A. McKinley	Special Certificate	585			7	12	19	3
Marinette	C. M. McMahon	Diploma DePauw University	1,000		1	19	48	67	1
Marshall	W. A. Hodge	Diploma Ripon College	925			19	26	45	4
Marshfield	F. E. Hamlin	Special Certificate	1,200		1	24	28	52	
Mauston	W. L. Morrison	Unlimited State Certificate	1,100		1	25	35	60	2
Mayville	L. S. Keeley	Diploma Platteville N. S	1,100	1		24	24	48	1
Mazomanie	R. F. Skiff	Diploma Iowa State University	900		1	23	35	58	3
Medford	B. F. Oltman	Limited State Certificate	810		1	18	20	38	
Menasha	H. J. Evans	Diploma Lawrence University	1,250		1	18	23	41	
Merrill	H. J. Bowell	Diploma Whitewater N. S.	1,350		1	26	37	63	
Merillan	T. H. Lage	Diploma Milwaukee N. S.	720			76	78	154	
Middleton	Gottlieb Wehrle	Special Certificate	675					36	
Milton Jct	A. G. Sears	Special Certificate	675		1	26	33	59	
Mondovi	A. M. Locker	Diploma Valparaiso N. S.	675		1	15	40	55	5
Mineral Point	A. R. Jolley	Unlimited State Certificate	1,200	1	1	15	74	89	1
Monroe	J. A. Mitchell	Indiana State Normal School	1,100	1	1	35	58	90	3
Montello	F. W. Meisnest	Diploma N. S.	700			12	7	19	3
Montfort	J. M. Quick	Diploma N. S.	480			16	18	34	6
Mt. Hope	L. F. Grinde	Diploma N. S.	500	1				45	2
Muscoda	L. H. Allen	Diploma E. Ind. N. S. & Col	800			33	14	47	3
Necedah	Wm. F. Sell	Diploma Oshkosh N. S.	1,100		1	24	33	57	
Neenah	C. W. Cabeen	Diploma State University	1,500		2	31	45	76	
Neillsville	E. B. Oakley	Diploma State University	1,100		1	28	62	90	2
New Lisbon	B. C. Parkinson	Diploma State University	950		1	24	24	48	1
New London	H. A. Weld	Diploma Oberlin College	1,000			15	25	40	2
New Richmond	W. H. Williams	Diploma Battle Creek College	945		1	31	42	73	
Oak Creek	J. E. Roets	Certificate Whitewater N. S.	600			16	20	30	
Oakfield	C. H. Elkinton	Certificate Oshkosh N. S.	600			24	30	54	3
Oakwood	P. J. O'Shaughnessy	Special Certificate	700			62	46	108	
Oconomowoc	E. E. Beckwith	Unlimited State Certificate	1,100		1				
Oconto	C. A. Brigden		1,600	1		5	39	44	

FREE HIGH SCHOOLS (Aided by the State) — 1890-91 — Continued.

Location.	Principal.	Legal qualification of the principal.	Salary of the principal.	Assistants Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male.	Fem.	Male.	Fem.	Total.	
Omro	F. T. Tucker	Diploma Valparaiso N. S.	$765	.....	1	39	34	73	3
Onalaska	Taylor Frye	Diploma River Falls N. S.	765	.....	1	11	21	33	.....
Oregon	A. H. Sholtz	Diploma Whitewater N. S	800	.....	1	29	23	52	3
Pepin	D. E. Cameron	Diploma River Falls N. S.	675	.....	.....	19	17	36	1
Peshtigo	J. F. Slight	Diploma Oshkosh N. S	800	.....	.....	14	22	36	.....
Pewaukee	E. W. Pryor	Diploma State University	765	.....	.....	10	24	34	.....
Plainfield	Mary J. Gillan	Diploma Milwaukee N. S.	675	.....	.....	20	28	48	.....
Platteville	C. M. Fox	Diploma Platteville N. S.	810	.....	.....	10	16	26	.....
Plymouth	O. Gaffron	Unlimited State Certificate	900	.....	1	27	21	48	2
Portage	W. G. Clough	Diploma State University	1,400	.....	.....	45	65	110	1
Pt. Washington	B. H. Meyer	Certificate Oshkosh N. S.	1,100	.....	.....	30	26	56	.....
Potosi	F. K. Shuttleworth	Diploma Platteville N. S.	810	.....	.....	26	32	58	1
Poynette	Jas. Melville	Diploma State University	900	.....	1	27	33	60	2
Pra. du Chien	F. G. Kraege	Diploma State University	1,100	1	.....	29	45	74	.....
Pra du Sac	John Jones	Limited State Certificate	720	.....	.....	13	34	47	1
Prescott	J. Goldsworthy	Diploma State University	950	.....	1	22	35	57	1
Racine	A. J. Volland	Diploma Michigan University	1,800	.....	.....	54	73	127	5
Reedsburg	Jas. A. Stone	Diploma Whitewater N. S	1,000	.....	1	28	35	63	.....
Rhinelander	A. D. Prideaux	Diploma State University	1,000	.....	1	29	11	43	.....
Rice Lake	C. D. Kipp	Diploma River Falls N. S.	1,000	.....	1	22	23	45	1

Free High Schools, 1890–91.

Richland Cent.	T. H. Haney	Diploma Eureka College	1,100		2	48	87	135	4
Ripon	M. H. McMahon	Diploma Oshkosh N. S.	1,000		1	26	29	55	
River Falls	R. B. Hazard	Diploma Haverford College	1,100		1	37	44	81	4
St. Martins	Frank Miller	Diploma State University				12	8	20	
Sauk City	J. J. Roeseler	Diploma State University	850		1	34	26	60	
Sextonville	Joseph Schafer	Diploma Normal School	420			14	13	37	3
Seymour	Ira D. Travis	Diploma Albion Col. (Mich.)	630		1	10	12	22	2
Sharon	J. G. Skeels	Unlimited State Certificate	675		1			40	1
Shawano	W. H. Hickok	Unlimited State Certificate	900			13	22	35	
Sheboygan	J. E Riordan	Diploma Oshkosh N. S.	1,500	1	3	22	34	56	
Sheboygan F'lls	A. W. Weber	Diploma Oshkosh N. S.	900	1		19	24	43	3
Shell Lake	J. A. Jeffrey	Diploma Platteville N. S.	950			12	13	25	
Shullsburg	M. M. Warner	Diploma Oberlin College	1,000	1		22	28	50	
So. Kaukauna	J. F. Conant	Diploma Oshkosh N. S	900			18	20	38	
Sparta	J. W. Livingston	Diploma Platteville N. S	1,500		3	70	94	164	15
Spring Green	W. A. Cundy	Diploma Platteville N. S	800		1	34	38	72	11
Stevens Point	H. A. Simonds	Diploma Amherst College	1,500		1	53	73	126	
Stockbridge	L. M. Kraege	Diploma State University	450			26	18	44	
Stoughton	C. F. Cronk	Unlimited State Certificate	1,300		1	32	49	81	2
Sturgeon Bay	Wm. O. Brown	Diploma Oshkosh N. S.	1,000		1	20	23	43	
Sun Prairie	I. M. Buell	Diploma Whitewater N. S	900		1	13	26	39	
Tomah	G. W. Reigle	Diploma Whitewater N, S	1,200		2	54	61	115	1
Two Rivers	C. O. Marsh	Diploma State University	1,200		1	27	14	41	
Unity	E. T. Johnson	Diploma State University	750			19	20	39	
Viroqua	J. H. Martin	Diploma State University	900		2	24	61	85	9
Walworth	W. S. Edwards	Special Certificate	540			12	9	21	3
Washburn	H. W. Rood	Unlimited State Certificate	1,200		1	14	39	53	
Watertown	C. F. Viebahn	Unlimited State Certificate		1	2	57	69	126	
Waterloo	W. J. Hoskins	Diploma Lawrence University	1,000	1		33	27	60	
Waukesha	Geo. H. Reed	Special Certificate	1,500		1	35	65	100	
Waupaca	F. A. Lowell	Diploma Oswego N. S.	1,100		2			86	3
Waupun (Dodge.)	F. C. Howard	Limited State Certificate	950		1	51	58	109	2
Waupun (Fond du Lac.)	H. C. Curtis	Diploma Milton College	850		1	21	30	51	
Wausau	J. A. Eakin	Diploma Beloit College	1,260	1	2	24	49	73	
Wauwatosa	A. W. Smith	Limited State Certificate	1,250		2	34	36	70	

FREE HIGH SCHOOLS (Aided by the State), 1890–91 — Continued.

Location.	Principal.	Legal qualifications of the principal.	Salary of the principal.	Assistants Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male.	Fem.	Male.	Female.	Total.	
West Bend	D. T. Keeley	Diploma State University	$1,050	.....	1	32	28	60	1
West DePere	Chas. Mains	Diploma Wooster College	810	.....	1	15	28	43	.....
Westfield	Myron E. Baker	Diploma State University	720	.....	.....	11	29	40	4
West Salem	A. E. Buckmaster	Diploma State University	1,000	.....	.....	.....	.....	.....	.....
Weyauwega	E. E. Sheldon	Special Certificate	639	.....	.....	14	32	46	.....
Whitewater	C. H. Sylvester	Unlimited State Certificate	1,600	.....	3	34	54	88	.....
Wilton	W. S. Freeman	Diploma River Falls N. S	540	.....	.....	9	25	36	.....
Wonewoc	T. C. Morrow	Diploma Platteville N. S	800	.....	.....	18	29	47	7

FREE HIGH SCHOOLS (AIDED BY STATE)—1890–91.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Av. age of pupils on entering high school.	Av. age of pupils on leaving high school.	Graduates This Year.		Graduates Since Organization of School		Non-Resident Pupils.			High school apportionment Nov., 1890.
								Male.	Female	Male.	Female	No. of such this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Totals..	8,274	175	7,330	1,146	1,482	14.4	17.4	307	568	2,523	4,521	2,099	$1 59	$18,893 31	$47,076 08
Ahnapee.....	26	200	33	.....	.....	13	.....	1	3	1	5	3	$1 00	$28 00	$276 35
Alma..	40	180	12	32	.....	13	.....	1	4	4	13	8	2 00	76 00	276 35
Almond.....	31	180	37	... .	...	15	17	...	....	3	.....	15	75	... .	55 92
Antigo.	48	180	65	.....	14	14	18½	2	3	8	21	4	1 66	.....	325 11
Appleton	134	180	79	101	30	14½	19	5	6	57	67	40	1 67	522 00	325 11
Arcadia	38	180	40	6	... ...	16	17	.....	.....	23	27	14	2 00	169 00	260 09
Argyle.	30	180	30	8	.....	13	...	....	4	8	11	8	1 00	63 00	234 08
Ashland....	44	190	24	4	5	14	17	2	1	12	8	.....	.....	.....	325 11
Augusta.	43	180	71	.....	.....	15	17½	2	2	10	14	17	1 83	228 00	325 11
Avoca..	27	180	38	.....	.....	14	18	1	2	13	23	13	1 33	17 00	146 30
Bangor..... ..	33	180	43	. ...	.....	15	17	3	3	3	3	9	1 50	81 00	121 93
Baraboo...	106	176	58	31	41	15	18¾	2	6	.....	.....	....	...	.....	325 11
Barron..... ...	13	156	20	.....	.....	15	17	1	5	4	6	4	1 00	.....	199 96
Bayfield....	21	200	28	..	.. ....	14	17	1	1	4	7	.....	.....	.....	284 49
Beaver Dam.....	87	190	38	58	12	15	19	6	7	51	100	6	25	38 25	325 11
Belleville..... ..	40	180	65	... ..	.. .	16	17	..	.....	.....	.....	30	2 00	325 00	.. ..
Beloit..... ...	104	195	21	47	64	15½	19	2	6	64	206	37	2 00	590 00	325 11
Berlin	100	180	82	25	32	15	17	6	15	95	162	47	1 66	.....	325 11
Black Earth ...	35	180	55	.. ..	.....	15	19	3	1	13	7	24	1 44	207 00	307 24
Black River Falls..	74	180	64	5	23	15	18	3	9	29	64	12	2 00	159 00	325 11
Bloomer...	29	180	43	.....	.... ..	13	16	4	2	6	5	7	1 00	31 00	301 26
Bloomington... ...	43	180	55	. ....	...	13½	17⅛	9	4	19	20	15	1 60	165 00	225 11
Boscobel..... ..	36	190	41	.. . .	6	16	18	2	2	27	36	4	1 25	38 00	325 11
Brandon...	26	190	17	.....	.. ..	14	17	1	.....	17	46	25	1 25	121 00	260 09
Brodhead..	57	180	24	5	40	14½	19	2	3	17	33	12	1 00	199 00	325 11
Burlington	70	200	43	22	14	14	18	4	8	.....	... ...	36	1 60	494 00	325 11
Cadott.	22	180	33	.....	.....	16	19	.....	3	4	8	.....	1 00	.....	204 82
Cambridge	21	180	30	.....	.....	14	16	1	3	9	9	3	1 60	27 00	211 32
Cassville.....	37	180	44	.... ..	.....	15	17½	3	4	8	7	10	1 00	72 60	166 81

FREE HIGH SCHOOLS (AIDED BY STATE)—1890–91—Continued.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Av. age of pupils on entering high school.	Av. age of pupils on leaving high school.	Graduates This Year.		Graduates Since Organization of School.		Non-Resident Pupils.			High school apportionment Nov., 1890.
								Male.	Female	Male.	Female	No. of such this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Centralia	30	84	34			15							$1 00	$34 13	
Chetek	38	180	47			15	17	1	3	5	3	20	1 00	100 00	$190 20
Chilton	35	199	42			14	17	2	5	23	24	11	50		325 11
Chippewa Falls	130	180	134	8	15	14½	17.6	6	7			6	1 66	80 00	325 11
Clinton		179	36			14	17	1	3			4	1 25		227 58
Clintonville	26	180	35			13	15		1	10	18	5	1 66	44 00	248 72
Colby	36	180	46			13	17	5	4	9	10	1	66	2 00	276 35
Columbus	36	190	31		24	15	18	2	3	33	55	18	2 00	164 00	325 11
Cuba City	18	61	32			15						1	1 50		
Cumberland	86	180	48			14	17	2	2	2	2	4	1 75		325 11
Darlington	83	190	77	11	18	14	17	2	3	40	79	25	1 58	283 00	325 11
Delavan	66	180	46	4	27	15	19		2			8	1 80	91 86	325 11
De Pere															325 11
Dodgeville															325 11
Durand	38	180	64			14	17	1	2	12	16	12	1 66		260 09
Eau Claire	99	180	107	5	28	16	17¾	2	11	17	49	4	1 75		325 11
East Troy	55	180	56	16	8	13	17	4	2	10	10	35	1 00	209 00	325 11
Edgerton	39	179	31	9	15	15	18	3	6	20	28	7	1 67	60 00	325 11
Elkhorn	77	180	45	26	53	15	19	1	4	43	71	50	2 00		325 11
Ellsworth	35	84	41			14	18					7	1 40	38 60	
Elroy	41	180	54			14	18	2	4	13	22	6	2 00	89 00	325 11
Evansville	75	180	67	11	10	14	19		5	28	52	8	1 80	129 60	325 11
Fond du Lac	126	193	81	25	66	15	18	5	10	84	222	17	2 00	283 50	325 11
Fennimore		180	37			14				3	9	16	1 25	90 00	195 07
Ft. Atkinson	90	177	36	31	37	14	18	4	12	82	132	19	2 00	271 00	325 11
Florence	25	196	33			13	16	2	3	6	9		1 20		325 11
Ft. Howard	54	190	65			14½	19	1	4	4	18	8	1 25	45 00	325 11
Fox Lake	22	180	40			13	17	4	3	10	22	15	1 60	86 50	292 60
Fremont	13	180	21			13	17			8	2				270 00
Friendship															146 30
Grand Rapids	74	179	78	4		14.5	17.5	6	3	30	47	5	1 33	44 66	325 11
Glenbeulah	15	180	25			14	15		1	2	21			16 66	195 07
Green Bay	78	200	21	25	44	15	17.5	2	6	24	73	5	1 30	59 00	325 11

Free High Schools, 1890–91.

Hartford	31	180	42			14	17		1	5	3	15	1 50	134 77	325 11
Hazel Green		180	30			16	19	1	1	20	34	4	1 50	26 75	234 58
Hillsborough	18	180	30			14.3	17			7	15	14	1 25	83 50	243 84
Highland															219 46
Horicon	65	200	86			14	18	6	3	18	31	27	1 80	412 50	325 11
Hudson	51	180	38	8	19	15	18		1	22	41	11	2 00	100 00	325 11
Humbird	13	178				14				3	5	4	1 00	5 00	176 56
Janesville	109	190		45	71	15	19	4	12	51	23	12	1 25	180 00	325 11
Jefferson	44	200	62			14	16			10	21	10	1 50	$39 00	$325 11
Juneau	26	200	36			13	16	2	1	6	9	5	2 00		227 58
Kaukauna	30	174	38			14½						3			252 94
Kenosha	66	189	40	38	6	15	18		13			19	1 40	172 63	325 11
Kewaunee	40	200	53			15	17	3	5	27	30	4	2 00	79 00	325 11
Kiel	23	185	20	15		13	16	5	3	10	8	9	2 00	150 00	260 09
Lake Geneva	53	177	49	23	13	16	18	4	2	29	24	19	2 00	258 00	325 11
Lake Mills	49	179			11	16	19		3	18	33	25	1 66	315 00	325 11
Lancaster	51	180	44	16	23	15	18¾	1	3	31	58	7	1 60		325 11
Linden	19	180	2					2	5	3	9				219 46
Lodi	56	178	74			14	18¾	4	2	56	71	28	1 66	271 25	325 11
Madison	30	176	45	4		15	18.75	3							325 11
Marshall	34	200	45		1	14			1	11	3	3	1 33	9 45	473 10
Marshfield	14	180	51			14	19	2		3	4	9			325 11
Manawa	50	180	22		5	15.5	18.6	3	6	6	6				292 50
Mauston	29	197	55	36	12	14	18		4	30	33	30	1 25	414 73	325 11
Mayville	48	176	11	14	4	14	18	1		15	19	10	1 50	82 25	325 11
Mazomanie	54	200	35	10	38	15	18	2	6	28	52	10	1 25	90 00	325 11
Marinette	33	145	22			14	17		2	13	28				325 11
Medford	39	190	20	10	3	13	17	3	4		4				
Menasha	37	180	38		4	14	17	4	6	10	39				325 11
Merrill	115	180	59			15	18		1	20	37	6			325 11
Merrillan	23	200	11			13	17								234 08
Middleton	49	180	34		18	14				3	4	7			178 81
Milton Junction	40	180	41	10		14	20	2		2	4	7	1 00	41 00	292 60
Mondovi	82	175	50		35	15	19	1	8	2	11	27	1 00	185 75	368 28
Mineral Point	77	180	53	25	25	15	19	6	7	23	48	20	1 66	200 00	225 11
Monroe	20	180	63			14	18	3	8				1 25		325 11
Montello	19	160	22			14	18			25	25	10	2 00	72 50	227 58
Montfort	28	160	40			14	18	1		3	2	3	1 33	32 00	156 06
Mt. Hope	41	180	47			16	18		1	6	12	17	1 60	125 60	169 06
Muscoda	33	180	50			14.5	18	1		5	4	22	1 50	147 07	2[illegible] 58
Necedah	57	180	57	5	34	14	18		5	6	28		1 00		325 11
Neenah	68	180	42	5	34	14	18		5			11	1 00	43 60	325 11
Neillsville	89	186	83	5	4	14	17	6	11	19	48	28	1 50	245 25	325 11
New Lisbon	89	180	49			14									325 11
New London	28	180	36	4		15	17		4	11	13	5	1 00	30 00	325 11
New Richmond	52	180	73			15.8	17	2	4	5	29	24	1 60	201 20	325 11
Oak Creek	30	177	36			14	17	1	3	1	8	2	1 25	15 00	73 16
Oakfield	41	180	57			14	18	2	7	2	7	18	1 50	177 11	175 56

FREE HIGH SCHOOLS (Aided by State) -- 1890-91 — Continued.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Av. age of pupils on entering high school	Av. age of pupils on leaving high school	Graduates last year.		Graduates since organization of school.		Non Resident Pupils.			High school apportionment Nov., 1890.
								Male.	Female	Male.	Female	No. of such this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Oakwood	65	198	52			14	17		1	7	2	15	$1 50	$138 38	$203 21
Oconomowoc															
Oconto	40	200	19		21	14	18	2	5	24	23				325 11
Omro	54	180	76			14	18	3	3	21	56	30	1 44	140 00	297 65
Onalaska	25	180													117 04
Oregon	34 7	177	55			14	16 5			18	21	22	1 25	157 35	238 97
Oshkosh															325 11
Pepin	23	180	37			14	18	1	1	9	10	7	1 60		211 32
Pewaukee	24	180	34			15	18	1	2	5	14	10	1 10	82 00	234 08
Peshtigo	30	100	36			13						1			
Plainfield	30	179	48			13						6	1 00	15 50	18 07
Platteville	18 6	105	26			15						2	1 40	10 50	
Plymouth	40	180	50			13	17	2	1	51	31	23	1 67	258 32	325 11
Portage	82	290	56	38	18	14	18	5	10	68	119	24	2 00	354 20	325 11
Pt. Washington	40	200				12	16	1	6			5	2 50	139 38	325 11
Potosi	37	171	53			14	19	1	2	5	18	12	1 00	76 75	248 72
Poynette	44	200	58		4	14	17 75	3	2	18	25	33	1 50	310 95	325 11
Pra. du Chien	59	190	54	15	5	14	17	2	8	6	22	3	1 50	17 50	325 11
Pra du Sac	32	180	48			15	19		3		3	18	1 00	93 75	234 08
Prescott	42	181	14	27	20	14	17	2	2	13	10	8	1 00	51 00	325 11
Racine	112	200	51		81	15.60	18.77	5	14	95	257	11	3 00	384 75	325 11
Reedsburg	44	190	67			12	17	4	3	28	17	16	2 00	125 80	325 11
Rhinelander	34	180	40			13	17	1	2	2	2				325 11
Rice Lake		180	45			13				1		5	3 00	24 00	325 11
Richland Center	433	180													325 11
Ripon	41	180	46		9	15.6	17.75	3	5	27	44	13	2 00	00 25	325 11
River Falls	41	180	73	7	5	13.33	19 33	2	4			23	2 00	214 00	325 18
St Martins	17	80	21			15	20					1	2 00	6 00	76 08
Sauk City	41	200	4	56		13	15.5	1		8	15	6	1 50	54 00	276 35
Sextonville		140	26			15	19	2	2	9	5			131 50	149 55

Free High Schools, 1890-91.

Seymour	14	180	24	.....	.....	16	13.24	.....	.....	3	.....	6	66	18 40	219 46
Sharon	...	180	39	.....	2	.....	.....	.....	4	14	21	...	56	188 00	325 11
Shawano	26	180	26	.....	.....	15	17	2	5	21	32	6	1 66	55 00	292 60
Sheboygan	46	197	22	1	33	14	18	.....	5	16	69	2	1 25	5 80	325 11
Sheboygan Falls	35	.....	39	.....	6	14	20	4	.....	47	59	9	1 00	56 00	325 11
Shell Lake	13	172	25	.....	.....	14.8	.....	.....	.....	.....	.....	1	.....	.....	127 46
Shullsburg	41	190	30	6	14	14	19 33	3	3	18	52	8	2 00	89 40	325 11
Sparta	128	179	80	33	73	15	19	3	8	46	85	48	1 66	653 73	325 11
Spring Green	90	180	83	.....	.....	14	.....	.....	.....	15	22	44	2 09	449 30	325 11
Stevens Point	92	190	15	21	93	15	17	6	9	3	90	11	63	88 67	325 11
Stockbridge	26	118	44	.....	.....	13.5	.....	.....	.....	.....	.....	17	1 20	45 75	146 30
Stoughton	60	169	74	.....	7	13	18	2	5	16	34	15	1 25	.....	325 11
Sturgeon Bay	38	198	43	.....	.....	14.5	18	3	2	13	21	7	1 50	55 83	325 11
Sun Prairie	23	180	21	.....	8	14	19	2	.....	14	14	10	1 25	84 97	324 80
Tomah	75	180	77	21	18	16	18.3	1	5	23	32	39	1 66	443 50	325 11
Two Rivers	29	200	41	.....	.....	14	18	7	3	25	27	8	1 00	38 00	325 11
Unity	22	180	33	6	.....	13.65	18	.....	2	9	11	5	2 00	57 50	234 08
Viroqua	69	180	80	10	12	14	18	1	5	42	24	54	2 00	639 00	325 11
Walworth	19	180	24	.....	.....	16	19	3	3	5	5	5	1 20	32 00	163 38
Washburn	32	180	53	.....	.....	13	.....	.....	1	.....	1	.....	.....	.....	292 60
Waterloo	40	176	57	3	.....	13	18	.....	1	.....	.....	18	1 66	285 00	325 11
Watertown	96	200	36	79	15	14	17.75	7	8	49	103	20	2 00	214 50	325 11
Waukesha	83	190	93	.....	7	14.8	18	6	6	3	10	18	50	243 50	211 61
Waupaca	55	180	79	.....	.....	14	18	3	9	31	46	35	1 33	372 50	325 11
Waupun (Dodge Co.)	94	190	84	.....	25	14	18	6	4	19	36	43	1 50	.....	325 11
Waupun (Fond du Lac Co.)	32	190	47	1	3	13 5	17	.....	4	11	26	7	1 25	56 23	325 11
Wausau	58	180	71	2	.....	13 66	18	3	9	14	31	2	1 00	18 00	325 11
Wauwatosa	58	176	50	14	6	14	18	3	4	17	56	25	2 00	360 50	325 11
West Bend	47	180	.....	.....	.....	.....	.....	2	1	.....	.....	33	2 00	435 66	325 11
West DePere	95	180	17	5	22	14	18	1	3	10	44	6	1 50	81 00	325 11
Westfield	32	180	7	.....	.....	18	20	.....	5	7	23	18	2 00	245 00	263 34
West Salem	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	260 09
Weyauwega	39	180	46	.....	.....	13.4	17.4	1	6	2	14	17	1 33	123 00	237 67
Whitewater	77	190	48	6	31	16	18	1	6	10	14	47	.....	282 75	325 11
Wilton	20	180	36	.....	.....	15	17	.....	2	.....	2	8	1 00	33 25	.....
Wonewoc	31	179	54	.....	.....	14	18	1	1	12	15	18	1 00	79 15	278 60

HIGH SHCOOLS NOT AIDED BY THE STATE.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Av. age of pupils on entering high school.	Av. age of pupils on leaving high school.	Graduates last year.		Graduates since organization of school.		Non-Resident Pupils.			High school apportionment Nov., 1890.
								Male	Female	Male.	Female	No. of such this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Totals.	Av. 212	193	458	234	370	15	18.8	43	52	333	625	43	$2 27	$790 50	.. ..
La Crosse	168	200	8	44	159	15	19	4	7	42	91	5	$2 40	$ 84 00	.....
Menomonie	71	180	88	...	35	15	...	..	.	44	58	15	2 00	118 00	.....
Milwaukee	496	193	276	190	126	15.9	18.6	35	34	170	312	20	3 50	570 00	....
Oshkosh	114	200	86	.....	50	15	19	4	11	77	164	3	1 20	28 50	.....

FREE HIGH SCHOOLS — (Aided by the State) —1891-'92.

LOCATION.	Principal.	Legal qualifications of the principal.	Salary of the principal.	No. TEACHERS EMPLOYED.		ENROLLMENT IN HIGH SCHOOL.			
						Pupils under 20 years of age.			Pupils over 20.
				Male.	Fem.	Male.	Fem.	Total.	
Total			$172,852	211	237	4,466	6,291	10,757	265
Ahnapee	Harry K. White	Diploma—Oshkosh N. S	$1,000	1	.....	11	15	26	.....
Alma	W. A. Schafer	Diploma—Oshkosh N. S	800	1	.....	29	19	48	.....
Almond	H. E. Crosby	Diploma—Iowa Ag. Col	275	1	.....	16	17	33	1
Amherst	Spencer Haven	Diploma—Iowa Ag. Col	.....	1	.....	17	30	47	1
Antigo	W. H. Williams	Diploma—Battle Creek, Col	1,200	1	2	19	30	49	1
Appleton	O. H. Ecke	Diploma—Univ. Wis	1,500	5	.....	24	35	59	.....
Appleton, 3rd Dist.	W. F. Winsey	Diploma—Whitewater N. S	.....	3	1	31	21	52	3
Arcadia	J. I. Jegi	Diploma—Illinois N. S	800	1	1	23	28	51	6
Argyle	E. W. Pryor	Diploma—Univ. Wis	765	1	.....	17	13	30	.....
Ashland	J. M. Turner	Diploma—Univ. Wis	1,500	2	1	26	40	66	.....
Augusta	L. W. Wood	State Certificate	1,260	1	1	31	41	72	1
Avoca	G. J. Zimmerman	Special Certificate	450	1	.....	14	19	23	.....
Bangor	C. E. Lamb	Special Certificate	750	1	.....	19	27	46	.....
Baraboo	E. C. Wiswall	Diploma—Univ. Wis	1,200	1	3	46	76	122	2
Barron	F. F. Wood	Special Certificate	900	1	.....	5	17	22	2
Bayfield	B. B. Jackson	Diploma—Beloit Col	900	1	.....	15	12	27	.....
Beaver Dam	H. B. Hubbell	Diploma—Dartmouth Col	1,600	1	3	47	69	116	.....
Belleville	A. J. Olsen	Diploma—Univ. Wis	750	1	.....	30	35	65	3
Beloit	A. F. Rote	Diploma—Univ. Wis	1,500	1	5	33	130	160	3

FREE HIGH SCHOOLS (Aided by the State) 1891—'92. -- Continued.

Location.	Principal.	Legal qualifications of the principal.	Salary of the principal.	No. Teachers Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male.	Fem.	Male.	Female.	Total.	
Berlin	E. E. Beckwith	State Certificate	$1,200	1	2	47	78	125	1
Black Earth	E. W. Walker	State Certificate	1,200	1	1	16	29	45	18
Blk. Riv. Falls	Dwight Kinney	State Certificate	1,600	2	2	40	57	97	4
Bloomer	D. E Cameron	Diploma—River Falls N. S	850	1	1	11	21	32	.....
Bloomington	S. E Pearson	Diploma—Platteville N. S	850	1	4	19	20	39	.....
Boscobel	L. L. Lightcap	Special Certificate	1,000	1	9	25	28	53	3
Brandon	Freeling Fox	Diploma—Univ. Wis	800	1	.....	21	21	42	3
Brillion	G. S. Moody	Diploma—Platteville N. S	.....	1	3	23	18	41	.....
Brodhead	F. E McGovern	Diploma—Univ. Wis	1,050	1	1	19	37	56	1
Burlington	C. W. Rittenburg	Diploma—Oberlin Col	1,095	1	2	31	39	70	.....
Cadott	R. B. Hart	Diploma—Univ. Wis	675	1	.....	1	21	22	.....
Cambridge	Franklin Gould	Certificate—Whitewater N. S	650	1	.....	19	15	34	.....
Cassville	J. C. Churchill	Diploma—Platteville N. S	700	1	1	18	23	41	1
Centralia	G. W. Paulus	Diploma—Univ. Wis	1,000	1	1	32	33	65	.....
Chetek	R. H Mueller	Diploma—Univ. Wis	700	1	.....	17	32	49	3
Chilton	J. G. Nageler	Diploma—Oshkosh N. S	800	2	.....	30	17	47	.....
Chippewa Falls	G. S. Parker	Diploma—Univ. Wis	1,600	2	4	65	112	177	3
Clinton Jct	A. J. Simpich	.....	762	1	1	13	22	35	.....
Clintonville	G. B. Arnold	Diploma—Milwaukee N. S	750	1	.....	12	32	44	.....
Colby	E. A. Ketcham	Special Certificate	675	1	.....	16	28	44	.....
Columbus	L. M. Roberts	Diploma—Univ. Wis	1,200	1	1	21	28	49	.....
Cuba City	G. A. Byrne	Special Certificate	675	1	.....	24	20	44	.....
Cumberland	A. E. Brainerd	Certificate—River Falls N. S	1,200	1	1	18	34	52	.....

Free High Schools, 1891-92.

Darlington	Geo E. Cabanis.	Diploma—Platteville N. S	1,200	1	2	38	62	100	.....
Delavan	H. J Bowell	Diploma—Whitewater N. S	1,200	1	2	29	33	62	.....
De Pere	C. H. Burgess	Diploma—Mich. S. N. S	900	1	6	24	29	53	.....
Dodgeville	L. L. Clark	State Certificate	1,350	1	2	32	79	111	2
Durand	J. W. Nesbit	State Certificate	800	1	1	23	34	57	.....
East Troy	A. H. Fletcher	State Certificate	810	2	.....	35	38	73	.....
Eau Claire	M. S. Frawley	Diploma—Univ. Wis.	1,750	2	3	61	95	156	9
Edgerton	F. M. Jack	Diploma—Beloit Col	900	1	1	18	25	43	1
Elkhorn	J. T. Edwards	State Certificate	1,200	1	2	43	70	113	.....
Ellsworth	C. J. Brewer	State Certificate	670	1	1	16	32	48	4
Elroy	John Jones	State Certificate	1,000	1	1	12	31	43	7
Evansville	L. E. Gettle	State Certificate	1,200	1	2	38	61	99	.....
Fairchild	H. E. Bolton	Diploma—Milwaukee N. S	.....	1	.....	14	12	26	3
Fennimore	F. L. Churchill	Diploma—Platteville N. S	720	1	1	25	20	45	1
Florence	E. D. Rounds	State Certificate	1,100	1	1	10	10	20	.....
Fond du Lac	I. N. Mitchell	Diploma—Univ. Mich.	1,400	3	3	63	97	160	2
Ft. Atkinson	D. D. Mayne	Diploma—Platteville N. S	1,600	1	2	55	64	119	5
Ft. Howard	F. H. Farnham	Special Certificate	1,300	1	2	19	45	64	1
Fox Lake	W. H. Parker	Diploma - Univ. Wis.	960	2	1	11	23	34	4
Fremont	A. P. Miller	Cert—Oshkosh N S	540	1	.....	15	18	33	1
Friendship	John Purves.	Diploma—River Falls N. S	540	1	.....	18	18	36	.....
Glenbeulah	A. J. Strassburger	Diploma—Oshkosh N. S	800	1	.....	10	14	24	.....
Grand Rapids	Wm. G. Luehr	Diploma—Univ. Wis.	1,000	1	1	34	37	71	1
Green Bay	John A. Hancock	Special Certificate	1,500	2	2	37	53	90	.....
Hartford	P. T. Nelson	Diploma—Whitewater N. S	1,000	1	1	20	16	36	.....
Hazel Green	H. B. Lathe	State Certificate	720	1	.....	19	14	33	1
Highland	J. F. Gibson	Diploma—Platteville N. S.	675	1	1	17	15	32	.....
Hillsborough	Mary L. Pinch	Special Certificate	675	1	.....	8	21	29	.....
Horicon	J. H. Derse	Diploma - Whitewater N. S	1,200	1	1	28	40	68	7
Hudson	E. P. Frost	Diploma—Amherst Col	1,200	1	1	34	37	71	5
Humbird	J. W. T. Ames	Diploma—Lawrence Univ.	630	1	.....	14	13	27	1
Janesville	F. W. Cooley	Diploma—Lawrence Univ.	1,800	1	4	65	91	156	2
Jefferson	J. G. Adams	Diploma—Platteville N S	1,200	2	1	19	26	45	.....
Juneau	E. C. McClelland.	Diploma—Cornell Col	700	1	1	10	18	28	.....
Kaukauna	J. F. Conant	.....	1,150	1	1	33	38	71	.....
Kenosha	Frank Cleary	State Certificate	1,500	2	18	20	32	57	2

FREE HIGH SCHOOLS (Aided by the State) — 1891-92 — Continued.

Location.	Principal.	Legal qualification of the principal.	Salary of the principal.	No. Teachers' Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male	Fem.	Male	Fem.	Total.	
Kewaunee	M. McMahon	State Certificate	$1,100	1	1	24	30	54	.....
Kiel	A. W. Dassler	State Certificate	800	1	.....	25	17	42	.....
Lake Geneva	J. H. Gould	State Certificate	1,500	1	3	47	47	94	7
Lake Mills	H. L. Terry	State Certificate	1,200	1	2	35	34	69	1
Lancaster	C. L Harper	Special Certificate	1,100	1	2	33	46	79	1
Linden	T. J. Jones	Diploma Platteville N. S.	600	1	1	10	14	24	1
Lodi	L. M. Kraege	Diploma—Univ. of Wisconsin	850	1	1	22	39	61	.....
Lone Rock	R. H. Burns	Certificate—Platteville N. S	360	1	.....	20	16	36	.....
Madison	J. H. Hutchison	Diploma—Univ. of Wisconsin	1,500	2	11	124	196	320	1
Manawa	C. F. French	Diploma—Lawrence Univ.	500	1	.....	19	11	30	2
Marinette	C. M. McMahon	Deploma—De Pauw Univ.	1,100	1	2	27	57	84	.....
Marshall	W. A. Hodge	Diploma - Ripon Col.	1,000	1	1	23	35	58	2
Marshfield	F. E. Hamlin	Special Certificate	1,300	1	2	24	32	56	.....
Mauston	W. L. Morrison	State Certificate	1,300	1	1	19	43	62	2
Mayville	L. S. Keeley	Diploma - Platteville N. S.	1,100	2	1	20	24	44	2
Mazomanie	R F. Skiff	State Certificate	1,000	1	1	27	32	59	2
Medford	B. F. Oltman	State Certificate	900	1	1	15	26	41	.....
Menasha	F. W. Buchholz	Diploma—Oberlin Col.	1,200	1	1	14	23	37	.....
Merrill	Anna E. Anderson	State Certificate	1,000	.....	2	19	39	58	.....
Merrillan	A. C. Piper	Diploma—Whitewater N. S.	720	1	.....	5	18	23	.....
Middleton	F. W. Umbreit	State Certificate	500	1	.....	11	12	23	.....

Free High Schools, 1891-92.

Milton Jct.	A. G. Sears	Special Certificate	775	1	1	18	20	38	.....
Mondovi	H. H. Moe	Diploma—Univ. of Wisconsin	675	1	.....	.....	.....	44	5
Mineral Point	A. R. Jolley	State Certificate	1,200	2	1	23	68	91	1
Monroe	J. A. Mitchell	Diploma—Indiana State N. S.	1,200	2	1	42	51	93	6
Montello	J. J. Finan	Diploma—Milwaukee N S	300	1	2	26	19	45	.....
Montfort	J. N. Cubela	Diploma—Platteville N. S.	600	1	.....	26	15	41	3
Mount Hope	Elmer Roberts	Diploma - Platteville N. S	500	1	.....	11	16	27	6
Muscoda	L. H. Allen	Special Certificate	900	1	.....	33	23	56	.....
Necedah	Wm. F. Sell	Diploma—Oshkosh N. S	1,100	1	1	18	24	42	2
Neenah	H. J. Evans	Diploma—Lawrence Univ	1,350	1	2	35	45	80	.....
Neillsville	E. B. Oakley	Diploma—Univ of Wisconsin	1,200	1	2	30	46	76	4
New Lisbon	B. C. Parkinson	Diploma—Univ. of Wisconsin	1,050	1	6	26	32	58	.....
New London	Jos. Freehoff	Diploma—River Falls N. S.	900	1	.....	14	20	34	2
New Richmond	F. H. Lage	Diploma—Milwaukee N. S.	855	1	1	25	33	58	.....
Oakfield	J. M. Burke	Diploma—Adrian Col	600	1	.....	25	30	55	.....
Oakwood	P. J. O'Shaughnessy	Special Certificate	800	1	1	31	16	47	.....
Oconomowoc	O. J. Schuster	Diploma—Univ of Wisconsin	1,000	1	1	21	49	70	2
Oconto	A. W. Burton	State Certificate	1,200	1	1	21	34	55	.....
Omro	F. T. Tucker	Special Certificate	900	1	1	30	42	72	.....
Onalaska	J. J. Sims	State Certificate	1,200	1	1	20	24	44	2
Oregon	Arthur H. Sholtz	Diploma—Whitewater N. S	900	1	1	34	30	64	6
Pepin	J. M. Bold	Diploma—Univ. of Wisconsin	675	1	.....	9	15	24	.....
Peshtigo	J. F. Slight	Diploma—Oshkosh N. S	850	2	.....	14	24	38	.....
Pewaukee	D. E. Willard	Special Certificate	810	1	1	16	18	34	.....
Phillips	W. W. Jones	Diploma—Platteville N. S	.....	1	.....	11	15	26	.....
Plainfield	A. McKinley	State Certificate	675	1	.....	18	35	53	.....
Platteville	Chas. M. Fox	Diploma—Platteville N S	1,000	1	.....	8	16	24	2
Plymouth	O. Gaffron	State Certificate	900	2	.....	22	31	53	8
Portage	W. G. Clough	Diploma—Univ. of Wisconsin	1,400	1	2	52	72	124	1
Port Washing'n	B. H. Meyer	Diploma—Oshkosh N. S	1,100	1	.....	24	23	47	.....
Potosi	W. P. Colburn	Diploma—Platteville N. S	720	1	1	2	17	19	3
Poynette	A. M. Locker	Special Certificate	800	1	1	23	24	47	.....
Pra du Chien	F. G. Kraege	Diploma—Univ. of Wisconsin	1,100	1	1	41	31	72	1
Pra du Sac	J F. Bergen	Diploma—Whitewater N. S.	720	2	.....	24	36	60	3
Prescott	Jas. Goldsworthy	Diploma—Univ. of Wisconsin	950	1	1	25	35	60	.....

FREE HIGH SCHOOLS (Aided by the State) — 1891-92 — Continued.

Location.	Principal.	Legal qualification of the principal.	Salary of the principal.	No. Teachers' Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male	Fem.	Male	Fem.	Total.	
Racine	A. J. Volland ...	Diploma--Univ. of Michigan...	$2,200	2	2	60	84	144	2
Reedsburg. ...	A. B. West.....	Diploma--Whitewater N. S....	1,000	1	1	30	42	72	3
Rhinelander...	Geo. Peterson...	Diploma--River Falls N. S	1,100	1	1	21	25	46	.....
Rice Lake.....	C. D. Kipp... .	Diploma — River Falls N. S ..	1,200	1	1	27	19	46	2
Richland Cent.	T. H. Haney....	Diploma — Eureka Col.....	1,100	1	2	50	80	130	4
Ripon..... ...	M. H. McMahon.	Diploma — Oshkosh N. S...	1,000	1	1	21	25	46	8
River Falls....	A. A. Love	Special Certificate.	1,100	1	7	....	.....	63	5
St. Martins....	M. B. O'Shaughnessy.....	Special Certificate.	....	1	.....	11	7	18	1
Sauk City.....	J. H. Roessler...	Diploma — Univ. Wis	850	1	1	25	14	39	.....
Sextonville...	Jos. Schafer....	Diploma — S Dakota N. S.....	490	1	1	18	16	34	3
Seymour	I. D. Travis....	Diploma — Albion Col. (Mich)..	675	1	.....	14	12	26	.....
Sharon	J G. Skeels.....	State Certificate...	900	1	1	10	25	35	.....
Shawano ...	W. H. Hickok...	State Certificate...	1,000	1	1	17	27	44	.....
Sheboygan ...	J. E. Riordan....	Diploma — Oshkosh N. S.....	1,600	2	3	21	47	68	2
Sheboyg'n F'ls.	A. W. Weber....	Diploma — Oshkosh N. S	900	1	1	12	16	28	1
Shell Lake. ...	J. A. Jeffery. ...	Diploma — Platteville N. S ...	950	1	.....	10	21	31	5
Shullsburg	M. M. Warner...	Diploma — Oberlin Col.....	1,050	2	.....	16	30	46	1
S. Milwaukee..	M. S. Kelly	Special Certificate.	800	1	.....	.....	.....	29	2
Sparta.....	J. W. Livingston.	Diploma — Platteville N. S.....	1,600	1	3	71	105	176	.....
Spring Green..	J. D. Rouse.....	State Certificate...	800	1	2	36	34	70	.....

Free High Schools, 1891–92.

Stevens Point..	H. A. Simonds...	Diploma — Amherst Col.....	1,600	1	3	42	73	115	1
Stockbridge .	Delos Kinsman .	Diploma — Platteville N S	450	1	.. ..	22	10	32	.....
Stoughton.....	A. Corstvet.. ..	Diploma — Whitewater N. S...	1,000	1	2	34	46	80	2
Sturgeon Bay..	Wm. O. Brown..	Diploma — Oshkosh N. S.....	1,100	2	1	23	23	46	.....
Sun Prairie....	James Melville..	Diploma — Univ. Wis.....	900	1	1	13	27	40	.....
Tomah.... ...	G. W. Reigle ...	Diploma — Whitewater N. S...	1,200	1	2	.....	.....	94	3
Two Rivers....	C. O. Marsh.....	Diploma — Univ. Wis.....	1,200	1	1	13	21	34	.. ....
Unity..	H. D Kneip....	Diploma — Univ. Wis.....	675	1	.....	19	16	35	.....
Viroqua.	Taylor Frye.....	Diploma — River Falls N. S ...	1,000	1	2	32	97	129	4
Waldo.....	D. O Williams..	Certificate. — Oshkosh N. S....	595	1	. ....	18	18	36	.....
Walworth.....	A. A. Lewis. ...	Special Cert ficate.....	540	1	.....	9	8	17	4
Washburn.....	H. W. Rood....	State Certificate.....	1,200	1	1	14	27	41	.....
Waterloo.....	J. L. Sherron....	State Certificate.....	1,000	2	1	17	23	40	.....
Watertown ..	C. F. Viebahn...	State Certificate.....	1,600	2	2	45	84	129	.....
Waukesha.....	Geo. H. Reed....	Special Certificate.....	1,500	1	2	44	62	106	2
Waupaca.....	F. A. Lowell. ..	Diploma — Oswego State N. S..	1,100	1	2	30	42	72	3
Waupun..... (Dodge Co) ...	M. A. Hester....	Diploma — De Pauw Univ.....	950	1	2	62	66	128	2
Waupun ..... (F. du Lac Co).	H. C. Curtis....	Diploma — Milwaukee Col.....	900	1	1	14	30	44	2
Wausau... ..	J. A. Eakin.....	Diploma — Beloit Col.....	1,300	2	1	13	44	57	.....
Wauwatosa....	A. W. Smith	State Certificate...	1,250	1	2	29	42	71	.....
West Bend....	D. T. Keeley.....	Diploma — Univ. Wis..	1,100	1	1	43	41	84	.....
West De Pere .	Chas. Mains.....	Diploma — Wooster Univ.....	900	1	1	17	29	46	.....
Westfield.....	D. K. Tone.....	Diploma — Univ. Wis..... ...	720	1	.....	18	26	44	5
West Salem ...	A. E. Buckmaster	Diploma — Univ. Wis	1,000	1	.....	11	28	39	.....
Weyauwega...	E. E Sheldon ..	Special Certificate.	675	1	1	19	31	50	.....
Whitewater ...	C. H. Sylvester..	State Certificate...	1,600	1	3	48	58	106	4
Wilton	W. S. Freeman..	Diploma — River Falls N. S....	585	1	1	5	22	27	.....
Wonewoc	T. C. Morrow....	Diploma — Platteville N S.....	800	1	1	23	28	49	7

HIGH SCHOOLS NOT AIDED BY THE STATE.

Location.	Principal.	Legal qualification of the principal.	Salary of the principal.	No. Teachers' Employed.		Enrollment in High School.			
						Pupils under 20 years of age.			Pupils over 20.
				Male	Fem.	Male	Fem.	Total.	
Totals			$7,300	15	27	274	573	847	644
La Crosse	Albert Hardy		$1,400	3	6	85	136	221	2
Milwaukee	A. J. Rogers		2,500	8	10	55	291	346	637
Menomonie	J. E. Hoyt		1,400	2	5	61	69	130	3
Oshkosh	R. H. Halsey		2,000	2	4	73	77	150	2

Free High Schools, 1891–92.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Average age of pupils on entering high school.	Av. age of pupils on leaving high school.	Graduates this Year.		Graduates Since Organization of School.		Non-Resident Pupils.			High school apportionment Nov., 1891.
								Male.	Female	Male.	Female	No. of such this year.	Rate of tuition per month.	Am't of tuition fees this year.	
Totals	8,841	32,457	7,981	1,243	1,931	13.5	17.7	414	742	3,137	5,563	2,395	$1 20	$22,458 88	$48,081 42
Ahnapee	19	200	25	...	...	14	16	...	5	5	8	10	$0 50	$20 00	$307 70
Alma	35	180	48	...	...	14	17	2	2	6	15	7	2 00	109 00	307 70
Almond	26	100	...	...	...	15	18	...	...	...	...	17	1 00	65 00	61 54
Amherst	28	121	48	...	...	14	17	...	5	...	5	7	2 00	70 00	307 70
Antigo	36	180	45	...	5	14	17	3	...	11	21	2	40	23 20	307 70
Appleton	151	180	34	34	25	13	17	4	15	61	83	15	1 00	108 50	307 70
Appleton, 3d dist.	40	180	44	6	2	15	...	...	...	...	...	4	...	...	...
Arcadia	37	180	38	19	...	14	18	3	1	26	28	25	2 00	235 20	240 86
Argyle	21	180	30	...	...	16	19	...	1	8	12	6	1 00	76 25	223 08
Ashland	49	190	50	2	14	14	17	6	4	10	14	...	...	...	307 70
Augusta	43	180	73	...	...	15	18	3	5	13	19	17	1 80	...	307 70
Avoca	20	180	33	...	...	14	18	1	2	14	25	10	4 00	61 85	138 46
Bangor	35	180	46	...	...	14	17	...	6	3	3	10	1 50	134 38	221 54
Baraboo	105	175	43	36	47	15	18	4	12	15	45	...	50	415 00	307 70
Barron	15	180	24	...	...	...	16	2	1	6	7	3	1 00	...	219 80
Bayfield	18	200	27	...	...	13	17	...	...	...	...	...	...	...	307 70
Beaver Dam	92	180	31	50	35	15	19	2	11	52	112	...	25	4 00	307 70
Belleville	40	180	68	...	...	16	17	...	...	...	...	35	2 00	415 00	215 39
Beloit	139	195	18	66	88	14	17	1	8	...	...	57	2 00	746 00	307 70
Berlin	86	178	55	38	33	15	18	11	19	112	196	40	2 00	587 50	307 70
Black Earth	41	180	58	...	...	16	20	2	8	15	15	30	1 44	313 70	307 70
Black River Falls	84	180	58	15	28	15	17	3	15	32	76	12	2 00	234 35	307 70
Bloomer	20	160	32	...	...	15	17	...	...	5	5	5	1 50	...	307 70
Bloomington	29	170	39	...	...	14	...	...	3	19	23	10	1 60	77 20	307 70
Boscobel	47	190	48	...	14	16	19	2	4	29	40	13	1 66	...	307 70
Brandon	31	190	45	...	...	14	17	6	3	23	49	19	1 25	32 50	246 16
Brillion	34	75	41	...	...	13	...	...	...	...	...	...	1 11	10 00	...
Brodhead	43	180	32	...	24	15	16	3	3	17	39	12	1 00	110 00	307 70
Burlington	64	200	30	10	20	14	17	4	9	33	80	35	1 20	559 30	307 70
Cadott	12	180	22	...	...	14	17	...	2	4	10	...	...	...	207 69

FREE HIGH SCHOOLS.— 1891-92.— Continued.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Average age of pupils on entering high school.	Av. age of pupils on leaving high school.	Graduates this year.		Graduates since organization of school.		Non-Resident Pupils.			High school apportionment Nov., 1891.
								Male.	Female	Male.	Female	No. of such this year,	Rate of tuition per month.	Am't of tuition fees this year.	
Cambridge	24	180	34			14	17		1	9	10	10			$200 00
Cassville	28	180	42							6	8	14	$1 00	$32 75	307 70
Centralia	62	180	65			15						19	1 00	79 70	307 70
Chetek	31	179	52			14	18	5	3	9	6	22	1 00	69 75	193 85
Chilton	40	192	47			15	16	5	4			15	2 00	228 00	307 70
Chippewa Falls	155	180	90	40	30	13	18	9	9	38	41	15	1 66	160 00	307 70
Clinton Junction	27	180		3		14	17	1		10	23	9	1 25	45 00	289 36
Clintonville	27	180	44			13	16	1	3	8	22	7	1 66	33 50	235 39
Colby	31	180	44			13	17		3	9	13	1			261 54
Columbus	34	190	18		30	15	19	2	3	35	58	12	2 00	113 50	307 70
Cuba City	21	180	44			14	18					6	1 50	46 10	61 00
Cumberland	86	180	52			13	16	3	2	5	4	4	1 50	27 00	307 70
Darlington	85	190	81	9	10	14	17		3	40	82	19	1 50	209 00	307 70
Delavan	44	180	28	8	34	15	19		3			25	1 60	54 00	307 70
De Pere	45	180	32		21	14	18	1		15	22		1 00		307 70
Dodgeville	87	180	97		16	15	19	2	5	43	40	30	1 60	356 00	307 70
Durand	38	180			14				12	16	15		1 60	130 00	246 16
East Troy	56	180	70	11	8	13	18	5	6	14	17	30	1 20	199 00	307 70
Eau Claire	126	180	77	19	67	16	19	5	8	22	58	7	1 75	29 00	307 70
Edgerton	39	180	16	8	17	14	18	3	5	23	33	3	1 67	47 50	307 70
Elkhorn	75	180	59	31	29	16	18	6	6	50	81	40	2 00		307 70
Ellsworth		160	52			14	18	1	3	1	3	14	1 40	115 00	96 92
Elroy	29	180	50					3	1	16	23	7	2 00	50 00	307 70
Evansville	81	180	66	12	18	13	18	3	8			6	1 80	76 05	307 70
Fairchild	20	180	29			14	18	3	3	3	3	4	1 00	7 00	
Fennimore	32	180	46			14	18	5		8	9	12	1 25	80 80	184 62
Florence	17	191	20			13	16			6	9				307 70
Fond du Lac	129	197	45	46	11	14	18	1	10	85	232	16	50	167 00	307 70
Fort Atkinson	102	179	1	23	30	14	18	7	8	89	140	28	50	366 50	307 70
Fort Howard	53	190	64		27	15	19	1	9	1	9	6	1 25	37 88	307 70
Fox Lake	26	180	26			14	17		6	10	28	12	1 60	150 00	246 16
Fremont	19	180	35			12				4	3				166 15
Friendship	31	180	36			16	20			1	7	12	1 50	81 75	138 46
Glenbeulah	18	180	24			12	17	3	4	5	25	3	1 16	31 00	215 39

Free High Schools, 1891–92.

Grand Rapids	59	180	48	24	...	14	17	5	3	35	50	6	1 33	68 00	307 70
Green Bay	75	200	8	31	43	15	18	2	7	26	80	6	1 30	65 00	307 70
Hartford	25	180	36	...	...	15	17	1	2	6	7	12	1 50	18 00	307 70
Hazel Green	28	180	10	...	...	15	18	4	5	29	34	5	1 50	47 50	221 54
Highlands	...	180	32	...	...	...	...	...	...	...	...	...	...	...	207 69
Hillsborough	22	180	35	...	...	15	19	2	...	9	15	13	1 25	82 63	246 16
Horicon	49	200	60	...	...	14	18	3	7	20	38	31	1 80	517 45	307 70
Hudson	59	180	54	...	17	14	18	6	7	27	50	20	2	120 00	307 70
Humbird	22	180	28	...	...	14	18	1	...	4	5	9	1	31 50	193 85
Janesville	135	180	20	35	70	15	18	3	18	63	2 35	15	1 25	250 00	307 70
Jefferson	27	200	45	...	...	14	...	...	1	10	22	6	1 50	82	307 70
Juneau	...	200	28	...	...	...	...	...	...	8	11	...	...	...	246 15
Kaukauna	52	180	59	...	12	15	...	...	...	...	...	2	...	...	276 93
Kenosha	69	118	74	17	20	15	18	...	6	...	...	31	1 50	103 00	307 70
Kewaunee	45	200	54	...	...	14	18	2	4	29	34	5	2 00	60 50	307 70
Kiel	29	200	10	32	...	13	16	4	...	12	6	10	2 00	136 00	276 93
Lake Geneva	75	178	72	20	9	14	18	2	...	25	22	11	2 00	334 00	307 70
Lake Mills	53	176	70	...	...	14	18	7	6	25	39	31	1 68	357 00	307 70
Lancaster	77	175	31	29	38	15	17	5	2	31	65	5	1 60	70 00	307 70
Linden	21	180	...	...	...	12	19	1	4	4	1[illegible]	6	1 00	36 00	166 15
Lodi	49	178	11	6	...	13	17	1	2	55	66	19	...	207 40	307 70
Lone Rock	26	120	36	...	...	...	...	...	...	...	...	16	75	54 37	46 15
Madison	235	185	124	58	181	15	18	14	21	112	191	17	2 60	294 00	307 70
Manawa	20	179	32	...	...	14	16	...	2	6	8	...	...	...	292 50
Marinette	63	200	43	18	31	15	17	1	2	14	30	...	...	...	307 70
Marshall	40	180	54	6	...	15	17	6	4	17	7	6	1 33	40 60	483 10
Marshfield	40	200	56	...	...	13	17	2	1	5	5	11	...	...	307 70
Mauston	52	180	59	...	5	15	19	3	5	33	37	36	2 00	405 70	307 70
Mayville	31	200	10	27	6	14	18	...	2	15	21	12	1 50	...	307 70
Mazomanie	47	175	41	20	...	14	18	3	5	31	57	10	1 50	51 00	307 70
Medford	32	180	23	18	...	14	17	4	3	4	7	5	...	...	290 00
Menasha	30	190	23	3	11	14	18	...	...	10	39	...	...	...	307 70
Merrill	56	169	58	...	...	13	18	1	3	18	38	...	1 25	...	307 70
Merrillan	14	180	23	...	...	16	20	...	1	11	31	...	40	...	221 54
Middleton	15	180	23	...	...	12	17	2	...	...	...	...	...	...	186 92
Milton Junction	30	180	17	...	18	14	19	1	3	3	7	5	1 11	43 00	290 77
Mondovi	31	150	4	...	...	14	18	3	1	5	12	33	1 50	211 40	343 39
Mineral Point	81	180	53	...	38	14	18	1	7	25	57	20	1 50	200 00	307 70
Monroe	77	180	68	14	18	15	18	6	10	...	...	25	1 33	262 75	307 70
Montello	21	180	45	...	...	15	17	...	1	25	26	...	2 00	47 00	284 56
Montfort	27	160	43	...	...	13	17	...	4	3	5	6	1 50	43 50	147 69
Mount Hope	22	160	31	...	...	14	18	4	...	10	12	15	1 60	110 00	153 85
Muscoda	47	180	56	...	...	14	18	3	3	9	7	19	1 50	169 13	246 16
Necedah	31	180	36	...	8	14	17	1	1	15	5	...	...	...	307 70
Neenah	75	185	46	9	21	13	17	9	4	...	...	15	1 00	79 87	307 70
Neillsville	56	180	66	9	5	14	17	5	5	24	53	...	1 50	174 00	307 70
New Lisbon	45	130	56	...	1	15	18	2	2	14	41	8	1 00	72 00	307 70
New London	24	180	23	11	...	15	18	2	2	13	15	17	1 00	80 00	307 70

FREE HIGH SCHOOLS.—1891–92—Continued.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Av. age of pupils on entering high school.	Av. age of pupils on leaving high school.	Graduates This Year.		Graduates Since Organization of School.		Non-Resident Pupils.			High school apportionment Nov. 1891.
								Male.	Female	Male.	Female	No. of such this year.	Rate of tuition per month.	Amt. of tuition fees this year.	
New Richmond	45	180	51	.....	7	16	18	1	3	6	32	15	$1 60	$151 80	$307 70
Oakfield	41	180	55	.....	.....	13	17	2	4	4	11	24	1 50	235 40	184 62
Oakwood	35	200	47	.....	.....	14	17	3	.....	10	2	14	1 50	160 00	215 39
Oconomowoc	53	180	52	20	.....	15	18	2	4	2	4	9	1 88	121 00	264 96
Oconto	43	200	33	.....	22	15	19	2	8	26	31	2	.....	.....	307 70
Omro	64	180	72	.....	.....	14	18	3	2	24	58	16	.....	233 00	270 77
Onalaska	32	180	44	.....	.....	13	17	.....	9	3	9	3	2 00	50 80	307 70
Oregon	45	177	70	.....	.....	14	17	5	4	24	24	32	1 50	262 00	276 93
Pepin	19	180	24	.....	.....	14	19	2	1	11	11	6	1 60	41 68	207 69
Peshtigo	34	200	38	.....	.....	13	17	3	8	3	8	3	.....	.....	246 16
Pewaukee	23	180	34	.....	.....	14	16	1	6	6	19	6	1 10	50 00	235 39
Phillips	20	80	26	.....	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plainfield	36	180	53	.....	.....	13	18	3	3	3	3	9	1 00	27 00	207 69
Platteville	19	180	26	.....	.....	13	.....	.....	.....	.....	.....	2	.....	.....	145 38
Plymouth	43	180	61	.....	.....	13	16	3	2	54	33	31	1 60	306 00	307 70
Portage	95	190	69	36	21	15	18	7	14	75	133	22	2 00	352 00	307 70
Port Washington	36	200	.....	.....	.....	12	16	.....	5	.....	.....	.....	.....	.....	307 70
Potosi	17	180	22	.....	.....	14	20	.....	8	.....	.....	6	1 00	46 00	307 70
Poynette	35	183	40	4	.....	14	17	.....	.....	14	23	30	1 50	311 80	307 70
Prairie du Chien	52	180	41	25	6	14	18	4	10	10	32	1	1 50	13 50	307 70
Prairie du Sac	43	180	58	5	.....	13	17	1	2	1	5	22	1 00	60 00	307 70
Prescott	44	180	20	26	14	14	18	3	2	16	12	8	1 00	53 50	307 70
Racine	121	200	62	.....	82	16	19	4	7	99	264	10	3 50	598 50	307 70
Reedsburg	58	180	75	.....	.....	13	18	2	5	30	22	22	$1 00	$150 00	$307 70
Rhinelander	39	180	46	.....	.....	13	17	.....	3	2	5	.....	.....	.....	307 70
Rice Lake	33	150	45	.....	.....	13	16	3	5	4	5	8	.....	.....	307 70
Richland Center	99	180	124	.....	10	14	18	3	9	37	63	60	50	600 00	307 70
Ripon	36	180	36	.....	11	16	18	2	1	29	55	8	2 00	84 00	307 70
River Falls	40	180	57	2	5	16	.....	.....	.....	.....	.....	13	50	103 00	307 70
St Martins	12	180	19	.....	.....	15	.....	.....	.....	.....	.....	1	1 00	.....	80 00
Sauk City	26	200	22	17	.....	13	16	1	1	9	16	5	1 50	39 00	307 70
Sextonville	25	140	37	.....	.....	17	20	4	1	12	10	24	1 00	88 00	198 85
Seymour	16	180	26	.....	.....	15	17	2	1	.....	.....	3	1 25	.....	198 85

Free High Schools, 1891–92,

Sharon	29	177	34		1	14	18	1	1	15	21	11	2 00	163 50	307 70
Shawano	34	180	48		1	14				21	32	11	1 66	101 00	276 93
Sheboygan	61	196	46		24	14	18	3	8	19	79	2	1 35	3 75	307 70
Sheboygan Falls	25	180	24		4	14	18	1	3	48	62	4	1 00	36 00	307 70
Shell Lake	23	177	31			15									307 70
Shullsburg	40	190	25	5	16	15	18	2	7	22	58	9	2 00	58 20	307 70
South Milwaukee	26	174	30			15		2	1	3	4	4	1 60	45 00	184 62
Sparta	137	178	78	44	85	15	18	5	5	53	88	53	2 00	721 20	307 70
Spring Green	55	180	70				18	9	11			45	2 00	517 90	307 70
Stevens Point	96	183	35	6	81	15	18	11	9	38	90	13	1 60	124 90	307 70
Stockbridge	25	118	32									4	1 20	20 70	138 46
Stoughton	62	180	77		5	15	17	1	8	20	39	17	1 66	255 00	307 70
Sturgeon Bay	34	199	46			16	19	2	2	15	23	5	1 50	78 50	307 70
Sun Prairie	28	180	34	6		14	18	2	4	17	18	13	1 25	131 54	307 70
Tomah	74	190	78	19	18	15	19	2	8	25	40	38	1 66	560 75	307 70
Two Rivers	26	200	34			13	17	4	3	29	29	6	1 00	60 00	307 70
Unity	17	177	35			13	18			9	11	5			230 77
Viroqua	76	180	117	7	13	15	18	2	1	30	45	72	2 40	725 00	307 70
Waldo	24	179	36			16	19	1		1		21	1 33	220 00	
Walworth	16	180	21			15	20	3	3	8	8	10	1 20	64 00	166 15
Washburn	35	180	41			14	18	1	4	1	6	3			307 70
Waterloo	34	180	35	5		14	18	2	4	20	26	28	1 25	235 00	307 79
Watertown	96	200	30	90	22	14	18	4	7	53	110	11	2 00	136 00	307 70
Waukesha	86	189	95		13	14	18	3	8	6	18	18	50	241 00	307 70
Waupaca	58	180	48		27	14	18	6	10	36	57	34	1 30	334 00	307 70
Waupun	78	190	117		13	15	18	5	6	26	42	36	1 50	344 00	307 70
Waupun	26	190	33	10	3	13	17	2	2	13	28	8	1 25	71 86	307 70
Wausau	48	179	57			13	17	1	4	14	34	4	1 00	21 50	307 70
Wauwatosa	61	176	64		7	14	18	1	9	18	65	29	2 00	507 50	307 70
West Bend	74	190	72	12		13	17	2	1	13	15	42	2 00	5 50	307 70
West De Pere	39	180	12	19	20	14	16	1	2	10	44	7	1 50	89 25	307 70
Westfield	38	180	49			14	17	2	7	7	45	20	2 00	310 00	221 54
West Salem	29	180	39			15	18	3	2	18	35	11	1 60	119 00	307 70
Weyauwega	44	180	44			14	18	1	10	3	24	15	1 33	153 30	216 46
Whitewater	88	187	49	12	44	16	18	2	4	12	18	22	1 26	142 00	307 70
Wilton	18	180				13	17	1	7	1	10	6	1 00	32 75	166 15
Wonewoc	30	180	56			13	19	1	2	13	17	19	1 00	72 50	263 69

HIGH SCHOOLS NOT AIDED BY THE STATE.

Location.	Average daily attendance.	No. of days taught.	Pupils in English branches only.	Pupils in German.	Pupils in Latin or Greek.	Average age of pupils on entering high school.	Average age of pupils on leaving high school.	Graduates This Year.		Graduates Since Organization of School.		Non-Resident Pupils.			High school apportionment
								Male.	Female	Male.	Female	No. of such this year.	Rate of tuition per month	Am't of tuition fees this year.	
Totals	919	784	475	243	392	15	18	59	78	392	700	52	$2 00	$1,225 00	.....
La Crosse	180	197	7	50	166	14	18	9	11	51	102	7	$0 60	$144 00	.....
Milwaukee	534	210	302	193	136	16	18	39	55	209	367	26	4 00	950 00	.....
Menomonie	82	179	93	.....	40	14	18	6	5	51	62	14	2 00	101 00	.....
Oshkosh	123	198	73	.....	50	15	19	5	7	81	169	5	1 40	30 00	.....

Teachers' Institutes.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			Days of institute.	Avg. daily attendance.	Avg. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Total	1,463	5,355	6,818	345	60	29	484	1,067	3,146	1,390
Adams	6	43	49	5½	44	18	3	2	21	23
Ashland	3	37	40	3	37	51	4	13	21	1
Barron	16	50	66	4½	52	24	10	5	42	7
Barron	7	28	35	2	31	43	4	7	24	.....
Barron	30	80	110	4	85	21	.....	.....	.....	.....
Bayfield	2	19	21	3	17	43	2	3	13	.....
Brown	16	80	96	5	72	21	3	21	67	5
Brown	17	65	82	2	.....	.....	.....	.....	.....	.....
Buffalo	24	25	49	4½	37	17	3	9	18	19
Burnett	5	21	26	5	19	16	1	6	1	17
Calumet	21	56	77	2	70	23	3	31	35	8
Chippewa	9	71	80	5	62	24	10	15	30	25
Clark	4	46	50	5	45	23	5	4	22	19
Columbia	23	67	90	3	72	24	11	8	48	22
Columbia	2	43	45	2	37	31	2	10	28	7
Crawford	3	47	50	5	49	29	2	2	8	38
Dane, 1st district	13	53	66	2	54	35	7	11	33	4
Dane, 1st district	28	126	154	6	135	57	7	29	70	14
Dane, 1st district	14	65	79	2	67	25	5	14	50	8
Dane, 2d district	11	57	68	5	.....	19	10	8	44	1

TEACHERS' INSTITUTES, 1890-91 — Continued.

Counties.	Number Attending Institute.			Days of institute.	Avg. daily attendance.	Avg. No. months taught.	Number Having Attended.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Dane, 2d district	18	86	104	3½	83	18	19	6	57	17
Dodge	55	137	192	2	190	27	25	19	122	21
Door	18	57	75	5	69	27	1	14	22	38
Douglas	11	55	66	3	54	38	10	20	32	.....
Dunn	10	58	68	5	54	26	3	12	33	10
Eau Claire	12	91	103	2	84	51	17	25	57	3
Fond du Lac	27	60	87	2	.....	28	16	24	52	3
Fond du Lac	13	101	114	5	90	23	4	58	43	15
Grant	16	91	107	5	88	24	1	33	56	17
Grant	9	49	58	5	.....	28	2	14	37	3
Green	32	115	147	4½	114	22	7	8	87	34
Green Lake	18	62	80	5	78	9	7	6	20	47
Iowa	15	105	120	5	95	23	2	9	105	4
Jackson	14	66	80	5	66	20	9	6	48	12
Jefferson	24	112	136	2	.....	30	7	33	83	6
Kenosha	13	36	49	5	44	29	5	22	7	13
Kewaunee	18	24	42	5	34	36	1	12	23	6
La Crosse	18	49	67	4	43	21	2	5	52	8
La Fayette	18	48	66	4½	39	35	8	13	38	7
Langlade	14	35	49	5	.....	26	4	5	34	4
Lincoln	4	46	50	2	45	37	2	10	30	8
Manitowoc	32	50	82	5	58	25	2	13	28	39
Marathon	33	105	138	4	130	26	4	18	57	13
Marinette	5	22	27	5	24	33	.....	14	13	.....

Teachers' Institutes.

Marinette	3	31	34	2	34	40	7	5	30	5
Marquette	12	62	74	10	55	15	2	5	55	11
Milwaukee	32	49	81	2	.....	44	4	39	31	6
Monroe	10	100	110	5	.....	.....	.....	.....	.....	.....
Monroe	27	65	92	2	.....	.....	.....	.....	.....	.....
Oconto	4	29	33	5	.....	18	.....	4	2	9
Outagamie	15	67	82	5	61	28	8	14	44	21
Outagamie	12	66	78	2	65	66	17	13	39	6
Ozaukee	31	38	69	10	50	35	10	27	21	9
Pepin	13	37	50	4½	46	29	1	9	27	14
Polk	18	62	80	4½	67	22	2	4	3	70
Polk	13	48	61	5	47	21	.....	4	11	46
Portage	13	62	75	4	55	21	1	4	24	46
Price	7	36	43	5	.....	23	5	6	23	8
Racine	16	67	83	5	72	19	5	16	28	14
Richland	20	95	115	5	93	15	.....	2	74	39
Rock, 1st district	6	50	56	5	.....	26	7	9	24	6
Rock, 1st district	1	51	52	2	52	41	3	4	4	1
Rock, 1st district	6	32	38	2	33	20	8	2	13	15
Rock, 2d district	19	76	95	5	68	31	49	17	18	6
Rock, 2d district	13	84	97	2	82	30	12	16	45	15
St. Croix	20	48	68	4	53	27	2	17	14	33
St. Croix	46	80	126	2	105	28	8	54	35	20
Sauk	12	52	64	5	60	20	1	3	50	9
Sauk	28	53	81	4½	71	23	1	3	73	3
Sauk	13	86	99	5	92	22	2	8	63	26
Shawano	11	55	66	5	58	23	4	4	34	22
Sheboygan	34	104	138	5	128	28	2	10	78	47
Sheboygan	30	90	120	2	101	43	15	33	62	8
Trempealeau	22	50	72	5	52	25	9	5	22	15
Vernon	52	183	235	4½	168	20	7	7	138	81
Vernon	27	65	92	4½	82	20	2	1	60	29
Walworth	27	132	159	5	137	224	12	40	80	29
Washburn	4	22	26	5	20	17	1	8	13	5
Washington	32	31	63	2	59	29	8	18	22	6
Waukesha	25	91	116	2	110	49	7	23	32	18

TEACHERS' INSTITUTES, 1890-91 — Continued.

Counties.	Number Attending Institute.			Days of institute.	Avg. daily attendance.	Avg. No. months taught.	Number Having Attended.			
	Male.	Female.	Total.				College.	Normal school	High school.	Common school only.
Waupaca.....	22	98	120	5	.....	24	6	12	60	41
Waushara.....	17	31	48	2	42	26	2	1	16	28
Waushara.....	25	64	89	5	70	19	2	2	16	68
Winnebago.....	9	48	57	2	51	97	5	17	32	.....
Wood.....	11	26	37	5	29	26	2	4	19	9

Teachers' Institutes.

COUNTIES.	NUMBER ATTENDING INSTITUTE.			Days of institutes.	Av. daily attendance.	Av. No. months taught.	NUMBER HAVING ATTENDED.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Totals	1,394	5,033	6,427	376	65	24	399	1,168	3,383	1,413
Adams	2	48	50	9	45	27	4	.....	25	21
Ashland	6	58	64	3	56	40	6	16	31	9
Barron	18	54	72	4	60	20	1	6	48	16
Brown	24	67	91	5	68	19	.....	18	53	7
Buffalo	8	34	42	4	31	23	3	1	28	6
Buffalo	20	38	58	5	47	21	1	13	17	27
Burnett	8	15	23	5	21	16	1	4	1	17
Calumet	20	56	76	2	74	25	1	35	36	4
Calumet,	14	58	72	3	65	31	1	31	35	5
Chippewa	11	91	102	2	76	51	20	28	53	.....
Chippewa	9	88	97	5	85	24	4	6	57	30
Clark	13	49	62	5	56	26	2	5	41	14
Clark	13	63	76	5	70	25	7	7	37	25
Columbia	36	85	121	2	114	23	8	10	63	12
Columbia	17	41	58	2	52	27	8	4	24	7
Crawford	13	69	82	5	78	20	1	3	54	24
Dane, 1st dist	14	60	74	2	65	30	5	14	51	2
Dane, 1st dist	10	58	68	2	61	24	4	18	41	5
Dane	...	34	34	2	67	17	3	11	4	.....
Dane, 2d dist	13	42	55	2	50	24	5	7	42	1

TEACHERS' INSTITUTES — 1891-92 — Continued.

Counties.	Number Attending Institute.			Days of institutes.	Av. daily attendance.	Av. No. months tanght.	Number Having Attended.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Dane, 2d dist	13	65	78	3	68	23	25	7	36	10
Door	27	64	91	5	81	25	6	9	21	57
Douglas	12	72	84	2	78	39	16	26	35	1
Dunn	20	135	155	5	138	21	7	26	65	57
Eau Claire	5	59	54	5	57	16	1	4	50	9
Fond du Lac	10	124	134	5	103	20	4	64	40	16
Grant	8	43	51	2	45	.....	.....	.....	.....	.....
Grant	18	109	127	10	25	.....	34	70	23	.....
Green	19	71	90	5	68	23	3	7	57	23
Green	9	58	67	5	45	26	1	4	49	13
Green Lake	20	63	83	5	81	15	5	7	22	59
Iowa	11	51	62	2	48	19	1	3	55	2
Iowa	5	35	40	2	32	13	3	8	30	.....
Iowa	16	95	111	5	85	21	2	6	97	6
Jackson	9	58	67	5	54	25	6	4	38	19
Jefferson	10	82	92	4	72	21	3	23	51	15
Juneau	20	131	151	5	148	29	.....	11	124	16
Kenosha	16	31	47	5	38	23	1	26	11	9
Kewaunee	19	32	51	5	38	52	.....	20	22	9
La Crosse	13	51	74	5	48	20	2	3	53	6
La Fayette	16	73	89	5	73	23	2	19	56	6
Langlade	4	38	42	5	4	22	2	.....	36	4
Lincoln	4	34	38	5	27	37	3	3	24	7

Teachers' Institutes.

Manitowoc	31	61	92	5	60	34	1	25	35	31
Marathon	31	85	116	4	98	23	4	4	98	10
Marinette	9	31	40	5	38	30	.....	18	20	2
Marquette	8	53	61	10	44	30	3	1	42	12
Milwaukee	31	43	74	2	57	46	8	41	19	6
Monroe	10	59	69	2	60	.....	.....	.....	.....	.....
Oconto	13	40	53	5	35	33	.....	11	27	13
Outagamie	11	44	55	2	49	26	6	11	26	12
Ozaukee	37	26	63	2	56	39	6	30	15	12
Ozaukee	36	23	59	5	36	26	4	30	17	8
Pepin	10	20	30	5	23	27	.....	6	18	6
Pierce	56	72	128	2	96	32	9	48	43	28
Pierce	29	64	93	5	46	26	.....	18	28	47
Polk	15	72	87	5	73	23	2	5	6	73
Polk	10	37	47	5	42	24	4	8	8	27
Portage	28	88	116	4	88	25	5	6	58	47
Price	7	38	45	4	33	24	6	9	21	9
Racine	12	69	81	2	76	28	9	9	63	.....
Racine	11	34	45	2	39	23	6	12	22	5
Racine	21	70	91	5	85	13	6	16	37	12
Richland	19	78	97	5	72	18	1	4	69	12
Rock, 1st dist	16	54	70	2	67	25	5	15	30	10
Rock, 1st dist	13	64	77	5	58	23	10	13	47	7
Rock, 2d dist	5	61	66	5	45	24	80	1	36	12
Sauk	14	34	48	5	46	21	8	40	47	.....
Sauk	17	85	102	5	96	25	.....	6	79	17
Shawano	12	51	63	5	50	21	2	8	40	13
Sheboygan	27	77	104	2	90	44	7	34	56	6
Sheboygan	29	94	123	5	109	28	1	13	75	34
Taylor	8	48	56	5	50	24	1	4	30	21
Trempealeau	13	62	75	5	62	29	7	4	15	49
Vernon	25	52	77	5	71	30	.....	1	49	27
Vernon	59	207	266	5	239	18	8	10	146	63
Walworth	26	155	181	5	154	.....	7	51	81	41
Washington	14	35	49	5	40	15	1	17	23	9
Waukesha	24	91	115	2	107	42	34	23	38	20

TEACHERS' INSTITUTES — 1891-92 — Continued.

Counties.	Number Astending Institute.			Days of institute.	Av. daily attendance.	Av. No. months taught.	Number Having attended.			
	Male.	Female.	Total.				College.	Normal school.	High school.	Common school only.
Waupaca	8	36	46	4	40	.....	.....	.....	.....	.....
Waupaca	18	116	134	5	126	.....	5	15	80	34
Waushara	11	39	50	5	47	28	.....	4	20	27
Waushara	24	66	90	5	82	22	5	3	22	60
Winnebago	11	47	58	2	53	19	4	15	20	15
Winnebago	10	50	60	2	58	106	4	18	38	.....

COLLEGES, ACADEMIES AND SEMINARIES—1891-92.

Institutions.	Location.	President of Faculty or Board of Trustees.	Religious Denomination.	Year of organization.	No of instructors.	Graduates this Year.		Graduates since Organization.		No. of preparatory students.
						Male.	Female	Male.	Female	
				Totals.	126	98	46	1,344	512	755
Beloit College	Beloit	Edward D. Eaton	Cong'al and Presby.	1847	16	22	.....	421	.....	284
Carrol College	Waukesha	Walter L. Rankin.	Presbyterian	1846	4	4	7	63	59	17
Christian Endeavor Academy	Endeavor	A. E. McMiller	Congregational	1891	6	.....	.....	.....	.....	20
Downer College	Fox Lake	Ella C. Sabin	Congregational	.....	.....	.....	.....	.....	.....	.....
Evansville Seminary	Evansville	M. V. Clute	Free Methodist	1855	7	4	6	23	41	6
Gale College	Galesville	A. A. Arnold	Presbyterian	1855	4	1	2	.....	.....	2
Lawrence University	Appleton	C. W. Gallagher	Methodist Episcopal	1847	15	8	6	243	133	56
Marquette College	Milwaukee	R. J. Meyer	Roman Catholic	1864	12	12	.....	85	.....	120
Milton College	Milton	W. C. Whitford	Seventh-Day Baptist	1844	8	7	5	232	.....	63
North Wisconsin Academy	Ashland	Samuel T. Kidder.	Christian [unsectar'n]	1892	5	.....	.....	.....	.....	27
Northwestern University	Watertown	John Bading	Evangelical Lutheran	1864	10	10	.....	120	.....	61
Pio Ne No	St. Francis	M. M. Gerend	Roman Catholic	1870	9	5	.....	.....	.....	.....
Racine College	Racine	Arthur Piper	Protestant Episcopal	1853	.....	7	.....	.....	.....	.....
Ripon College	Ripon	Rufus C. Flagg	Cong'al and Presby.	1854	14	3	3	101	62	69
St. Clara's Adademy	Sinsinawa	.....	Roman Catholic	1854	10	.....	6	.....	200	32
Stoughton Academy	Stoughton	K. G. Kasberg	.....	1888	6	15	11	56	17	.....

COLLEGES, ACADEMIES AND SEMINARIES, 1891-92.

Institutions.	Number of Students in Regular Courses.									No. special students.	Students in English course.	Students in classical courses	Volumes in library.	Volumes added this year.	Volumes in society library.
	Seniors.		*Juniors.*		*Sophomores*		*Freshmen.*		Total						
	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.							
Totals	77	26	105	41	159	44	164	72	875	542	513	465	74,004	1,622	1,300
Beloit College	22	...	18	...	25	...	25	...	90	...	...	...	17,354	800	...
Carroll College	4	7	15	8	21	7	33	22	140	...	23	31	500	...	...
Downer College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Christian Endeavor Academy	...	...	1	4	...	...	...	...	70	...	...	14	300	50	...
Evansville Seminary	6	1	14	2	4	5	...	...	97	126	57	13	175	...	...
Gale College	...	...	...	...	...	...	...	...	60	...	60	...	...	...	...
Lawrence University	8	6	7	6	11	8	19	13	78	147	5	20	13,000	...	...
Marquette College	9	...	17	...	41	...	28	...	95	107	32	204	15,400	200	1,300
Milton College	8	5	4	3	9	7	11	8	55	75	60	35	3,775	200	...
North Wisconsin Academy	...	...	...	...	...	...	...	...	...	29	13	14	...	...	...
North Western University	10	...	10	...	17	...	17	...	54	1	...	43	3,300	200	...
Pio No No	6	...	15	...	26	...	18	...	65	19	89	...	600	...	...
Racine College	...	...	...	...	...	...	...	...	...	...	50	50	10,000	12	...
Ripon College	4	1	4	4	5	3	7	11	39	3	37	25	7,000	...	...
St. Clara's Academy	...	6	...	14	...	14	...	18	52	35	87	13	2,000	100	...
Stoughton Academy	...	...	...	...	...	...	...	...	...	...	...	...	600	110	...

COLLEGES, ACADEMIES AND SEMINARIES—1891-92.

INSTITUTIONS.	Value of Buildings.	Value of Sites.	Value of Aparatus and Cabinets	Amount of Endowment Funds.	Income from Endowment Fund.	Income from Tuition, etc.	DISBURSEMENTS. For Instruction	For Building and Repairs.	For Incidentals.	TOTALS.
Beloit College	$ 190,000	$ 240,000	$20,000	$ 250,000	$ 19,500	$ 6,590	$ 26,000	$ 84,000	$4,000	$ 35,000
Carroll College	15,000	25,000	2,000	19,520	928	2,890	3,680	436	821	4,938
Christian Endeavor Academy	4,500	1,500	100	.....	.....	350	1,500	4,000	200	1,800
Downer College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Evansville Seminary	14,000	2,000	200	.....	.....	1,775	1,775	50	.....	1,825
Gale College	14,500	2,000	2,300	.....	.....	700	2,500	300	500	3,300
Lawrence University	75,000	20,000	37,000	116,000	5,188	3,268	9,492	14,400	1,111	25,136
Marquette College	20,000	100,000	3,000	.....	.....	7,000	2,400	1,000	500	3,900
Milton College	28,000	8,000	7,500	33,743	1,387	2,658	3,414	247	832	4,494
North Wisconsin Academy	28,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Western University	45,000	15,000	3,000	.....	.....	1,450	8,500	1,000	1,800	11,300
Pio No No	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Racine College	.....	.....	.....	.....	.....	16,000	3,175	.....	.....	.....
Ripon College	.....	100,000	.....	200,000	11,000	2,404	11,300	300	2,000	13,600
St. Clara's Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stoughton Academy	8,000	600	300	.....	.....	2,000	1,900	350	105	225
Total	$ 442,000	$ 509,100	$ 75,400	$ 689,263	$ 38,003	$ 46,995	$ 75,636	$ 105,723	$ 16,869	$ 105,518

REPORT OF THE CATHOLIC SCHOOLS—MILWAUKEE DIOCESE. SCHOLASTIC YEAR 1891-1892.

	No. children enrolled, year ending 1892.	No. enrolled between 7 and 13.	No. attended 12 weeks or more.	No. teachers employed.	Amount expended for support of schools.
Total	20,078	16,556	16,774	338	$82,115 79
Calumet	132	130	130	3	$610 00
Crawford	.....	.....	.....	.....	.....
Dane	1,097	984	981	20	4,938 25
Dodge	363	299	297	7	1,981 00
Dunn	60	60	48	2	460 90
Fond du Lac	1,598	1,523	1,155	26	6,462 80
Grant	308	396	222	7	1,591 00
Iowa	192	170	176	4	906 00
Jefferson	400	299	390	9	1,700 00
Kenosha	395	371	329	7	2,847 50
Kewaunee	125	112	105	3	.....
Manitowoc	480	396	410	7	1,557 33
Milwaukee	10,613	8,052	8,639	163	40,560 66
Ozaukee	533	474	440	9	2,291 85
Racine	1,186	1,057	1,059	21	4,846 90
Richland	75	64	53	1	242 50
Rock	268	272	268	6	650 00
Sheboygan	812	676	745	12	3,570 00
Taylor	400	268	398	8	2,400 00
Walworth	78	65	71	2	565 00
Washington	575	529	505	13	2,119 00
Waukesha	388	359	323	8	1,771 90

NOTE.—The above summary does not include reports from all the parish schools in this diocese.

Reports of Catholic Schools.

REPORT OF CATHOLIC SCHOOLS—DIOCESE OF GREEN BAY, SCHOLASTIC YEAR 1891-92.

County.	No. children enrolled, year ending 1892	No. enrolled between 7 and 13.	No. attended 12 weeks or more.	Days attended.	No. teachers employed.	Amount expended. for support of schools.
Total.....	9,007	8,633	8,859	1,515,727	178	$36,125
Calumet.....	1,128	564	526	86,561	12	$2,980
Brown.....	2,002	1,508	1,673	239,169	29	5,490
Door	403	297	323	43,339	7	2,080
Green Lake.....	305	290	265	44,530	4	465
Manitowoc.....	545	506	460	92,643	11	2,075
Oconto	501	388	474	72,146	9	2,000
Outagamie	2,204	1,745	1,992	346,142	36	7,825
Portage	1,028	905	633	157,338	19	2,850
Shawano	314	206	271	63,130	8	1,450
Winnebago	1,022	1,040	935	156,021	18	4,275
Kewaunee.....	319	297	311	39,050	6	1,220
Marquette.....	110	80	110	15,000	3	420
Waupaca.....	125	120	125	19,572	3	550
Marinette.....	405	370	390	74,690	6	1,250
Marathon.....	250	225	228	33,246	4	700
Wood.....	142	92	125	32,850	3	500

NOTE.—The 13 schools. from which no report has come this year, had the following number of children enrolled last year, by counties:

Langlade	395
Outagamie.....	255
Calumet	88
Manitowoc.....	307
Brown.	201
	1,246

Reports of Catholic Schools.

REPORT OF THE CATHOLIC PARISH SCHOOL, DIOCESE OF LA-CROSSE, SCHOLASTIC YEAR 1891-1892.

Counties.	Male.	Female.	Total.	No. teach'rs
Totals	4,198	4,332	8,530	148
Ashland	344	357	706	11
Barron	114	95	209	5
Bayfield	144	171	315	6
Buffalo	68	51	119	3
Chippewa	502	567	1,069	19
Clark	48	41	89	2
Crawford	222	186	408	6
Douglas	280	290	570	10
Dunn	56	64	120	2
Eau Claire	369	352	721	12
Juneau	22	36	58	1
La Crosse	605	650	1,255	24
Marathon	86	76	162	2
Monroe	136	125	261	6
Pepin	48	50	98	2
Pierce	59	53	112	2
Richland	30	35	65	1
St. Croix	162	136	298	6
Sauk	126	164	290	7
Sawyer	33	33	66	2
Taylor	80	91	171	3
Trempealeau	157	173	330	6
Wood	371	404	775	12

Amount of salary paid to teachers $27,200.00.

Reports of Lutheran Schools.

REPORT OF LUTHERAN SCHOOLS OF WISCONSIN FOR YEAR 1891-1892.

COUNTIES.	No. of Teachers.	No. of pupils between 5 and 14 years.	No. of school weeks per year.	Medium of Instruction.		No of school dist. from which children attend.
				English and German.	German.	
Totals	365	19,649	8,056	142	96	1,373
Ashland	4	189	132	3	1	16
Barron	1	76	32	...	1	2
Bayfield	1	20	...	...	1	2
Brown	4	16	...	3	1	27
Buffalo	1	16	26	...	1	6
Calumet	3	125	84	1	2	14
Chippewa	3	98	60	2	1	18
Clark	2	68	66	1	1	10
Columbia	5	24	8	13	1	37
Crawford	1	7	30	...	1	5
Dane	8	379	121	2	2	22
Dodge	23	849	580	7	8	107
Door	2	61	68	1	1	8
Dunn	4	211	100	2	1	13
Eau Claire	4	169	60	...	2	13
Fond du Lac	9	433	204	3	4	57
Grant	4	150	116	3	1	29
Green Lake	3	224	114	3	...	18
Jackson	1	70	18	1	...	9
Jefferson	23	1,354	528	7	7	120
Juneau	1	40	38	1	...	5
Kenosha	4	380	123	3	...	9
Kewaunee	4	251	144	3	1	24
La Crosse	4	250	119	2	1	14
La Fayette	1	190	36	...	...	18
Lincoln	3	165	76	1	1	7
Manitowoc	12	705	292	7	1	43
Marathon	7	338	179	3	3	25
Marinette	2	107	70	1	1	4
Marquette	5	176	80	2	1	16
Milwaukee City	66	5,188	831	19	...	81
Milwaukee County	11	505	264	4	2	49
Monroe	4	125	81	1	2	20
Outagamie	11	375	252	4	3	33
Ozaukee	6	372	188	4	1	26
Pepin	1	17	16	...	1	2
Pierce	1	7	24	...	1	2
Polk	1	38	23	1	...	8
Portage	7	292	152	3	1	16
Racine	10	492	222	3	3	43
Richland	1	50	44	...	1	8
Rock	5	275	161	5	...	26
Saint Croix	4	78	20	...	2	3
Sauk	6	290	169	3	3	32
Shawano	9	516	258	2	6	33
Sheboygan	20	1,171	390	7	3	45
Taylor	2	52	80	...	2	16
Trempealeau	1	12	22	...	1	...
Vernon	1	45	18	...	1	1
Walworth	4	170	110	3	...	26
Washington	8	348	246	3	4	44
Waukesha	3	232	106	2	1	13
Waupaca	11	542	302	4	4	59
Waushara	2	176	66	1	1	12
Winnebago	18	861	401	6	4	64
Wood	3	177	106	2	1	13

THE STATE UNIVERSITY.

ENROLLMENT.

COURSE.	1890-91.	1891-92.
Ancient Classical	46	49
Modern Classical	77	97
General Science	64	77
English	134	137
Civil Engineering	35	41
Mechanical Engineering	47	42
Electrical Engineering	15	32
Metal and Mining Engineering	1	.....
Special students	213	218
Law	118	126
Pharmacy	56	63
Agricultural Short Course	17	45
Agricultural Long Course	5	3
Fellows and resident graduates	24	22
Dairy Course	72	100
Railway Engineering Course	3	.....
Total	966	1,092
Summer School for Teachers	131	145

GRADUATES AT LAST TWO COMMENCEMENTS.	1891.	1892.
Ancient Classical Course	11	8
Modern Classical Course	22	12
English Course	30	27
General Science Course	13	12
Civil Engineering Course	15	5
Law Course	62	53
Pharmacy Course	16	14
Agricultural Course	.....	1
Mechanical Engineering	.....	7
Total	169	139

TOTAL NUMBER OF GRADUATES SINCE ORGANIZATION—1854-92.

Ancient Classical Course	292
Modern Classical Course	252
English Course	126
General Science Course	185
Normal Course (1865-67)	25
Engineering Courses	146
Law Course	779
Pharmacy Course	103
Agricultural Course	2
Total	1,910

Normal Schools.

THE NORMAL SCHOOLS.

ENROLLMENT.

1890-91.	Normal.	Preparatory.	Grammar.	Intermediate.	Primary.	Total.
Platteville	284	14	34	36	42	380
Whitewater	265	61	32	44	49	451
Oshkosh	393	143	82	62	52	732
River Falls	217	50	45	38	64	414
Milwaukee	84	.....	33	33	33	183
	1,243	268	226	213	240	2,160
1891-92.						
Platteville	262	25	62	37	45	431
Whitewater	276	49	23	44	51	443
Oshkosh	446	139	111	61	66	823
River Falls	242	68	58	47	69	484
Milwaukee	80	.....	45	43	48	216
Total	1,306	281	299	232	279	2,397

GRADUATES.

At last two commencements.

	Elementary.		Advanced.	
	1891.	1892.	1891.	1892.
Platteville	5	2	22	14
Whitewater	19	20	12	9
Oshkosh	29	20	3	14
River Falls	20	23	6	4
Milwaukee	.....	.....	25	22
	73	66	68	63

TOTAL NUMBER OF GRADUATES.

	First class graduated in	Elementary.	Advanced.	Total.
Platteville	1869	81	387	468
Whitewater	1870	307	197	504
Oshkosh	1875	243	107	350
River Falls	1879	145	50	195
Milwaukee	1886	.....	151	151
Total	.....	776	792	1,668

State Certificates.

STATE CERTIFICATES ISSUED.

For the biennial term ending September 30th, 1892.

Name.	Kind of Certificate.	When issued.
		Dec. 29, 1891
Albert R. Jolley	Unlimited	Dec. 29, 1891
Milton E Terry	Unlimited	Dec. 29, 1891
Mary D. Bradford	Limited	Dec. 20, 1891
A. T. Lincoln	Limited	Aug. 8, 1891
G. L. Bowman	Limited	Aug. 8, 1891
A. H. Fletcher	Limited	Aug. 8, 1991
J. W. Nesbit	Limited	Aug. 8, 1891
J. D. Rouse	Limited	Aug. 8, 1891
R. F Skiff	Limited	Aug. 8, 1891
A. W. Smith	Limited	Aug. 8, 1891
C. W. Smith	Limited	Aug. 8, 1892
F. W. Umbreit	Limited	Jan. 4, 1892
J. T. Edwards	Unlimited	Jan. 4, 1892
Chas. D. Tousley	Unlimited	Jan. 4, 1892
M. A. Busserwitz	Limited	Jan. 4, 1892
Elmer Dent	Limited	Jan. 4, 1892
F. E. Hamlin	Limited	Jan. 4, 1892
Mary Silliman	Limited	Jan. 4, 1892
Alma B Stanford	Limited	Jan. 4, 1892
W. F. Thiel	Limited	Aug 10, 1892
W. D. Gibson	Unlimited	Aug 10, 1892
H. A. Whipple	Unlimited	Aug 10, 1892
Lee Earl Amidon	Limited	Aug 10, 1892
D. F. Burnham	Limited	Aug 10, 1292
B. L. Bohn	Limited	Aug 10, 1892
John Callahan	Limited	Aug 10, 1892
Lillian Clark	Limited	Aug 10, 1892
Eber Dafoe	Limited	Aug 10, 1892
A. F. Elmegreen	Limited	Aug. 10, 1892
Wm. Fowlie	Limited	Aug. 10, 1892
Kate Franklin	Limited	Aug. 10, 1892
J. F. Griffin	Limited	Ang. 10, 1892
Albert Guttman	Limited	Aug. 10, 1892
E. G. Herrell	Limited	Aug. 10, 1892
J. I. Jegi.	Limited	Aug. 10, 1892
Geo. H. Reed	Limited	Aug. 10, 1892
C. W. Rittenberg	Limited	Aug. 10, 1892
Ella Ruebnausen	Limited	Aug. 10, 1892
E. E, Sheldon	Limited	Aug. 10, 1892

Diplomas Countersigned.

STATE UNIVERSITY DIPLOMAS COUNTERSIGNED BY THE SUPERINTENDENT FOR THE BIENNIAL TERM ENDING SEPTEMBER 30, 1892.

(These countersigned diplomas have the force and effect of unlimited state certificates.)

NAMES.	Graduated from what Course.	In what year.	Date of countersigning.
G. H. Balg	Ancient classical	1887	Oct. 7, 1890
W. H. Luehr	English	1889	Nov. 15, 1890
George W. Paulus	General science	1889	Dec. 2, 1890
Clara J. (Chamberlain) Porter	Normal department	1865	Dec. 10, 1890
Emma V. Drinker	English	1887	Jan. 15, 1891
Nettie L. Smith	English	1889	Feb. 2, 1892
Myrtie M. Rundlett	General science	1889	May 21, 1891
James L. Carey	Engineering	1888	June 6, 1891
Frank E. McGovern	English	1890	June 20, 1891
Cora B. Parker	English	1890	June 30, 1891
H. D. Kneip	English	1890	July 1, 1891
R. B. Hart	English	1890	Aug. 6, 1891
Lettie E. Wood	Modern classical	1890	Aug. 8, 1891
Eugenia Naffz	General science	1890	Aug. 15, 1891
Helene M rk	General science	1890	Aug. 15, 1891
Jessie Goddard	Modern classical	1889	Aug. 22, 1891
Mary F. Connor	Modern classical	1886	Aug. 24, 1891
Frances A. Kleinpell	Modern classical	1890	Sept. 1, 1891
J. S. Roeseler	English	1888	Sept. 2, 1891
Cordelia Haner	English	1888	Sept. 21, 1891
Caleb N. Harrison	Engineering	1882	Nov. 10, 1891
Pauline Saveland	Modern classical	1889	Jan. 25, 1892
Henry D. Goodwin	Ancient classical	1880	March 21, 1892
Margaret I. Potter	General science	1890	April 2, 1892
Emmeline Hoffman	Modern classical	1890	May 28, 1892
Laura L. Miller	Modern classical	1891	June 8, 1892
L. M. Kraege	English	1890	June 13, 1892
Mary A. Smith	Modern classical	1890	June 23, 1892
Elinor M. Leith	English	1891	July 2, 1892
Zilpha M. Vernon	Modern classical	1890	July 6, 1892
Frank J. Miller	Ancient classical	1891	July 30, 1892
W. N. Parker	General science	1890	Aug. 8, 1892
Winifred Sercombe	Modern classical	1891	Aug. 8, 1892
J. H. Hutchison	General science	1879	Aug. 13, 1892
Florence E. Baker	Ancient classical	1891	Aug. 22, 1892

Diplomas Countersigned.

NORMAL SCHOOL DIPLOMAS AND CERTIFICATES COUNTERSIGNED BY THE STATE SUPERINTENDENT.

For the Biennial Term ending September 30, 1892.

(These countersigned diplomas and certificates have respectively the force and effect of unlimited and limited state certificates.)

NAMES.	Diplomas or certificates.	When granted.	Date of countersigning.
MILWAUKEE SCHOOL.			
Thomas H. Lage	Diploma	1889	Nov. 6, 1891
Pauline Rother	Diploma	1883	Jan. 1, 1891
Eleanor Waigli	Diploma	1889	Feb. 7, 1891
Elizabeth E. Morgan	Diploma	1889	Feb. 7, 1891
Bridget V. O'Brien	Diploma	1889	Feb. 7, 1891
Otillie F. Luebke	Diploma	1889	Feb. 7, 1891
Marietta B. Smith	Diploma	1889	Feb. 7, 1891
Lena M. Weltzien	Diploma	1889	Feb. 7, 1891
Sophia Hauser	Diploma	1889	Feb. 7, 1891
Katherine Barber	Diploma	1889	Feb. 7, 1891
Nettie McConnack	Diploma	1888	Feb. 7, 1891
Emma L. Thomas	Diploma	1889	Feb. 7, 1891
Katherine C. Harley	Diploma	1889	Feb. 7, 1891
F. E. Bolton	Diploma	1890	May 4, 1891
Hattie L. Goetsch	Diploma	1890	July 3, 1891
Clara L. Hallowes	Diploma	1890	July 9, 1891
Lena Heideman	Diploma	1890	Aug. 10, 1891
Edith A. Purdy	Diploma	1889	Aug. 24, 1891
George B. Bergen	Diploma	1887	Sept. 4, 1891
Ernest E. Couch	Diploma	1890	Sept. 7, 1891
Neena Foote	Diploma	1890	Sept. 28, 1891
Lilian Corbitt	Diploma	1890	Oct. 17, 1891
Jacob E. Hoenes	Diploma	1888	Oct. 31, 1891
Eda Taylor	Diploma	1890	Nov. 5, 1891
Jane M. Fellows	Diploma	1990	Nov. 5, 1891
Anna F. Doerfler	Diploma	1887	Nov. 9, 1891
Eugenia O'Sullivan	Diploma	1887	Nov. 9, 1891
Carrie Sheldon	Diploma	1888	Nov. 9, 1891
Mattie N. Nichols	Diploma	1890	Nov. 9, 1891
Minnie E Hickey	Diploma	1890	Nov. 9, 1891
Daisy G. Hauser	Diploma	1890	Nov. 9, 1891
Nellie J. Sheldon	Diploma	1890	Nov. 9, 1891
Nettie R. McKillop	Diploma	1890	Nov. 9, 1891
Mildred J. Aldrich	Diploma	1890	Nov. 9, 1891
Julia Davis	Diploma	1890	Nov. 9, 1890
Nellie M. Rodee	Diploma	1890	Nov. 9, 1891
Jennie C Conant	Diploma	1890	Nov. 9, 1891
Alice C. Paine	Diploma	1890	Nov. 9, 1891
Minnie Froelich	Diploma	1890	Nov. 14, 1891
Marion C. Hanlon	Diploma	1890	Nov. 14, 1891
Elizabeth C. Haisler	Diploma	1891	April 7, 1892
Carrie M. Beach	Diploma	1891	May 20, 1892
Herbert E. Bolton	Diploma	1891	May 24, 1892
Glenn B. Arnold	Diploma	1891	June 6, 1892
Harry C. Buell	Diploma	1891	June 15, 1892
Jessie L. O'Leary	Diploma	1891	June 27, 1892
John J. Finan	Diploma	1891	June 30, 1982
Francis A. Brugger	Diploma	1891	July 1, 1892
Elizabeth J. Pennell	Diploma	1891	July 25, 1892
Anna E. Burnham	Diploma	1891	July 25, 1892
Mary E. Pollock	Diploma	1891	July 25, 1892
Ida E. Hegner	Diploma	1891	July 25, 1892
Elizabeth A. Hanley	Diploma	1891	July 25, 1892
Mabel L. Anderson	Diploma	1889	Sept. 1, 1892
Jane Wright	Diploma	1891	Sept. 5, 1892

Diplomas Countersigned.

NAMES.	Diplomas or certificates.	When granted.	Date of countersigning.
OSHKOSH SCHOOL.			
Frank N. Miller	Diploma	1887	Dec. 10, 1890
Daniel W. Heffron	Diploma	1886	Dec. 23, 1890
Thos. W. Reilly	Diploma	1883	May 21, 1891
Harry K. White	Diploma	1890	June 6, 1891
Mary E. Ringrose	Certificate	1884	June 12, 1891
Orra L. March	Diploma	1885	June 19, 1891
Ida M. Montgomery	Certificate	1890	Aug. 6, 1891
M. Lizzie King	Certificate	1890	Aug. 6, 1891
C. F. Youmans	Certificate	1886	Aug. 6, 1891
Carrie A. Frost	Diploma	1890	Aug. 8, 1891
Lottie L. Morgan	Certificate	1878	Aug. 14, 1891
J. F. Conant	Certificate	1887	Sept. 2, 1891
Margretta Jones	Certificate	1890	Sept. 2, 1891
Tillie Sargeant	Certificate	1890	Sept. 2, 1891
Wm. F. Sell	Diploma	1889	Sept. 4, 1891
Clementina Pierson	Certificate	1889	Sept. 16, 1891
C. M. Andrews	Certificate	1888	Oct. 17, 1891
A. J. Simpich	Cecr.ifiate	1888	Dec. 9, 1891
Mary I. McFadden	Certificate	1891	June 28, 1992
Julia J. Tallmadge	Certificate	1888	July 2, 1892
Philip T. Nye	Certificate	1891	Aug. 2, 1892
Carrie A. Dunham	Certificate	1891	Aug. 2, 1892
James T. Slight	Diploma	1887	Aug 2, 1892
Daisy R. Blackwood	Certificate	1891	Aug. 9, 1892
Laura Jones	Certificate	1891	Aug. 15, 1892
Lydia E. Thomas	Certificate	1891	Aug. 22, 1892
C. F. Youmans	Diploma	1831	Aug. 26, 1892
Alma L. Barnhart	Diploma	1890	Sept. 1, 1892
Alma L. Barnhart	Certificate	1887	Sept. 1, 1892
C. M. Andrews	Diploma	1890	Sept. 26, 1892
PLATTEVILLE SCHOOL			
Carrie Straw	Diploma	1889	Nov. 15, 1881
Annie M. Pellow	Diploma	1886	Dec. 22, 1890
Agnes Hay	Diploma	1886	Feb. 7, 1891
J. C. Nordolf	Diploma	1890	June ,27, 1891
Nellie J. Rountree	Diploma	1890	July 3, 1991
Frances C. Woodward	Diploma	1890	July 9, 1891
Willis P. Colburn	Certificate	1887	Aug. 6, 1891
Madge Colburn	Certificate	1890	Aug. 6, 1891
Gertrude Buck	Certificate	1889	Aug. 6. 1891
Mamie Peck	Diploma	1890	Aug. 6, 1891
Clara E. Smith	Diploma	1889	Aug. 6, 1891
Mamie E. Martin	Diploma	1890	Aug. 6, 1891
Alice K. McGregor	Diploma	1890	Aug. 6, 1891
Florence M. Beck	Diploma	1890	Aug. 8, 1891
Anna Burton	Diploma	1890	Aug. 14, 1891
Eliza Roberts	Diploma	1890	Aug. 14, 1891
Laura Vanderbie	Diploma	1890	Aug. 24, 1891
Lulu M. Roberts	Diploma	1889	Sept. 2, 1891
T. F. Grindell	Diploma	1890	Sept. 10, 1891
Fannie L. Neely	Certificate	1888	Nov. 13, 2891
Edith E Garside	Diploma	1890	Nov. 14, 1891
F. L. Churchill	Diploma	1890	Dec. 15, 1891
L. Ella Vernon	Diploma	1890	Jan. 25, 1892
Lucena McBride	Diploma	1888	Jan. 25, 1892
J. A. Tormey	Diploma	1890	May 13, 1892
Thos. J. Jones	Diploma	1891	May 31, 1892
Elmer Roberts	Diploma	1890	June 9, 1892
Lizzie G. Bingham	Diploma	1890	June 13, 1862
J. M. Cubela	Diploma	1891	June 13, 1892
Nellie King	Diploma	1891	June 151 1892
Mame R. Huff	Diploma	1891	June 15, 1892
Laura J Rountree	Diploma	1891	June 30, 1892
Lina M. Johns	Diploma	1891	July 1, 1892
Lewis A. Wilson	Diploma	1890	July 5, 1892
Mary Phillips	Certificate	1891	July 25, 1892
Susan A. Bingham	Diploma	1891	July 25, 1892
Barbara Robson	Diploma	1890	July 25, 1892
Minnie J. Jacobs	Certificate	1890	Aug. 20, 1892
Jas. E. Heffernan	Certificate	1891	Sept. 5, 1892

Diplomas Countersigned.

NAMES.	Diplomas or Certificates.	When granted.	Date of countersigning.
RIVER FALLS SCHOOL.			
O. G. Libby	Diploma	1886	Dec. 22, 1890
Anna E. Gundlach	Certificate	1890	June 20, 1891
John Bille	Diploma	1890	June 29, 1891
Allannette H. Gwin	Certificate	1887	Aug. 6, 1861
Nealie Lusk	Diploma	1890	Aug. 6, 1891
John Purves	Diploma	1890	Aug. 6, 1891
Geo. Peterson	Diploma	1890	Aug. 8, 1891
Lizzie M. Gleason	Certificate	1890	Aug. 15, 1891
Edna E. Parmely	Certificate	1890	Sept. 2, 1891
Eunice P. Warne	Diploma	1890	Sept. 4, 1881
R. M. Parker	Diploma	1890	Oct. 3, 1891
Alice C Thomas	Certificate	1890	Oct 7, 2891
Nealie S. Knowles	Certificate	1891	May 20, 1892
Wm. A. Scharer	Diploma	1891	May 23, 1892
Nellie Warner	Ceriificate	1890	May 31, 1891
M. E. Sullivan	Certificate	1888	July 30, 1892
Nina Daniells	Certificate	1891	Aug. 17, 1892
Hugh Gallagher	Ceftificate	1891	Sept. 1, 1892
Eva F. Thompson	Diploma	1890	Sept. 2, 1892
WHITEWATER SCHOOL.			
Dezelle T. Warner	Certificate	1884	Oct. 2, 1890
Bertha A. Wheeler	Certificate	1888	Oct. 21, 1890
Cora E. Ellsworth	Certificate	1883	Nov. 18, 1890
Terese F. Monaghan	Certificate	1889	Mar. 28, 1891
Lillian M. Hurlburt	Certificate	1889	July 3, 1891
Hannah T. Larson	Certificate	1890	July 9, 1891
Maggie S. Maxwell	Certificate	1889	July 9, 1891
Fannie J Smith	Certificate	1887	Aug. 6, 1891
Margaret C. Harmon	Certificate	1890	Aug. 6, 1891
Winnie C. Warning	Diploma	1890	Aug. 6, 1891
W. F. Winsey	Diploma	1890	Aug. 3, 1891
Ella F. Cassoday	Certificate	1885	Aug. 17, 1891
Ellen Oleson	Certificate	1890	Aug. 18, 1891
Ella Sprackling	Certificate	1890	Aug. 25, 1891
Ida Coburn	Certificate	1890	Sept. 11, 1891
Emma Van Schaick	Certificate	1890	Oct. 3, 1891
Sarah Dickie	Diploma	1890	Oct. 8, 1891
Jennie Hardy	Certificate	1888	Oct. 13, 1891
Maria E. Hughes	Diploma	1888	Nov. 5, 1891
Nettie Simpson	Certificate	1889	Nov. 19, 1891
Mae Van Schaick	Certificate	1890	Nov. 27, 1891
Mary Cassody	Certificate	1888	Dec. 26, 1891
Sarah Devlin	Diploma	1890	Jan. 11, 1892
Louise A. Eggleston	Certificate	1890	Mar. 14, 1892
Katherine Muck	Diploma	1891	June 6, 1892
Clara G. Rose	Certificate	1891	June 6, 1892
Myron E. Keats	Certificate	1886	June 9, 1892
Florence Shove	Certificate	1890	June 10, 1892
Josie Lingeman	Certificate	1890	June 26, 1892
Charles Gleason	Diploma	1891	July 6, 1892
Alex. Corstvet	Diploma	1891	July 25, 1892
Carrie Leach	Certificate	1890	July 25, 1892
Alma J. Pierce	Certificate	1891	July 25, 1892
Mary C Warne	Diploma	1890	July 25, 1892
A. May Godfrey	Certificate	1891	Aug. 13, 1892
Elvira B Weaver	Certificate	1887	Aug. 20, 1892
Effie E. Stevens	Diploma	1891	Sept. 1892
Kate Greening	Certificate	1891	Sept. 1, 1892
Claude Greengo	Diploma	1891	Sept. 6, 1892
Jessie Etting	Certificate	1890	Sept. 8, 1892
Franklin Gould	Certificate	1891	Sept. 8, 1892
J. F. Bergen	Diploma	1891	Sept. 16, 1892

Diplomas Countersigned.

DENOMINATIONAL COLLEGE DIPLOMAS, COUNTERSIGNED BY THE STATE SUPERINTENDENT.

For the biennial Term ending September 30, 1892.

(These countersigned diplomas have the same force and effect of unlimited state certificates.

Names.	Graduate of what Institution.	In what year.	Date of countersigning
J. Danford Bond	Milton College	1871	Jan. 3, 1891
Ira M. Buell	Beloit Collge	1878	Mar. 28, 1891
Mariam F. Gould	Lawrence University	1889	April 3, 1898
Anna L. Tompkins	Milton College	1890	May 2, 1895
atherine Lummis	Lawrence University	1890	May 2, 1892
F. M. Jack	Beloit College	1890	May 20, 1892
Florence M. Austin	Lawrence University	1890	May 20, 1892
David A. Drew	Lawrence University	1888	May 24, 1892
Hattie I. Stannard	Lawrence University	1890	June 8, 1892

MILWAUKEE HIGH SCHOOL NORMAL DIPLOMAS COUNTERSIGNED BY THE STATE SUPERINTENDENT.

For the biennial term ending Sept. 30, 1891.

(These countersigned diplomas have the force and effect of unlimited state certificates.)

NAMES.	Year of graduation	Date of countersigning.
Edith Hoppin	1883	November 9, 1891
Katie Krauslach	1883	November 9, 1891
Julius Louis Torney	1883	November 9, 1891
Jane Frances Mellin	1885	November 9, 1891
Frank A. Kroening	1882	November 9, 1891
Emma Emmerich	1883	November 9, 1891
Jane B. Passmore	1883	November 9, 1891
Alice Spinney	1883	November 9, 1891
Rose Anna Cook	1882	November 9, 1891
Annie Galligan	1884	November 9, 1891
Frances M Walsh	1884	November 9, 1891
Annie M. Brennan	1884	November 9, 1891
Henry C. F. Boers	1885	November 9, 1891
Fannie Agnes Malloy	1882	November 9, 1891
Albert E. Kagel	1884	November 9, 1891
Clara M. Oldeweldt	1882	November 14, 1891
Ellen F. Murphy	1874	November 14, 1891
Frances Heiman	1981	November 14, 1892
Maggie Costello	1881	July 25, 1892

DICTIONARIES.

Number of Webster's International Dictionaries sold to school districts under Section 509, revised statutes, during the biennial term ending September 30, 1892.

Adams	4	Marathon	9
Ashland	3	Marinette	2
Barron	3	Marquette	6
Bayfield		Milwaukee	2
Brown	7	Monroe	14
Buffalo	6	Oconto	3
Burnett	2	Oneida	
Calumet	7	Outagamie	5
Chippewa	7	Ozaukee	2
Clark	6	Pepin	1
Columbia	12	Pierce	21
Crawford	15	Polk	5
Dane	23	Portage	9
Dodge	15	Price	
Door	4	Racine	4
Douglas		Richland	3
Dunn	10	Rock	23
Eau Claire	9	St. Croix	14
Florence		Sauk	21
Fond du Lac	12	Sawyer	
Forest		Shawano	1
Grant	13	Sheboygan	10
Green	13	Taylor	1
Green Lake	5	Trempealeau	10
Iowa	8	Vernon	8
Jackson	7	Walworth	13
Jefferson	15	Washburn	4
Juneau	11	Washington	1
Kenosha	9	Waukesha	7
Kewaunee	4	Waupaca	14
La Crosse	9	Waushara	13
La Fayette	13	Winnebago	7
Langlade	1	Wood	4
Lincoln	6		
Manitowoc	6	Total	502

Dictionaries.

Number of Webster's International Dictionaries furnished free to school districts under section 509, revised statutes, during the biennial term ending September 30, 1892:

Adams	7	Marathon	18
Ashland	22	Marinette	19
Barron	7	Marquette	9
Bayfield	3	Milwaukee	87
Brown	5	Monroe	5
Buffalo	4	Oconto	9
Burnett	3	Oneida	18
Calumet	6	Outagamie	7
Chippewa	16	Ozaukee	5
Clark	6	Pepin	1
Columbia	43	Pierce	12
Crawford	5	Polk	5
Dane	32	Portage	10
Dodge	39	Price	7
Door	3	Racine	14
Douglas	57	Richland	3
Dunn	8	Rock	25
Eau Claire	12	St. Croix	9
Florence	1	Sauk	8
Fond du Lac	10	Sawyer	3
Forest	1	Shawano	5
Grant	19	Sheboygan	15
Green	15	Taylor	8
Green Lake	3	Trempealeau	8
Iowa	6	Vernon	4
Jackson	9	Walworth	5
Jefferson	30	Washburn	6
Juneau	4	Washington	3
Kenosha	7	Waukesha	7
Kewaunee	3	Waupaca	7
La Crosse	13	Waushara	1
La Fayette	8	Winnebago	13
Langlade	4	Wood	6
Lincoln	18		
Manitowoc	6	Total	792

Apportionment of School Fund Income.

APPORTIONMENT OF THE SCHOOL FUND INCOME

Counties.	June, 1891.		November, 1891, and June, 1892.		
	Children, June 30, 1890.	Apportionment, $1 362 per capita	Children June 30, 1891.	Apportionment, $1.024 per capita.	Apportionment, 33c. per capita.
Totals	592,372	$806,810 46	609,289	$623,850 42	$201,028 51
Adams	2,611	3,556 18	2,731	1,937 88	901 23
Ashland	4,486	6,109 93	5,011	9,600 35	1,653 63
Barron	5,556	7,567 27	5,854	2,908 26	1,931 82
Bayfield	1,496	2,037 55	1,560	4,434 33	514 80
Brown	15,288	20,822 25	15,469	7,793 51	5,104 77
Buffalo	6,206	8,479 81	6,138	3,175 58	2,025 54
Burnett	1,731	2,357 62	1,734	1,010 60	572 22
Calumet	6,678	9,095 43	6,726	6,119 75	2,219 58
Chippewa	9,267	12,618 93	9,559	6,976 36	3,154 47
Clark	6,620	9,016 44	6,731	4,651 97	2,221 23
Columbia	9,666	13,165 09	9,541	11,708 23	3,148 53
Crawford	6,141	8,364 04	6,140	2,917 48	2,026 20
Dane	20,341	27,699 35	20,792	28,655 03	6,861 36
Dodge	16,360	22,282 32	16,341	20,560 91	5,392 53
Door	6,468	8,809 41	6,594	2,416 59	2,176 02
Douglas	2,317	3,155 75	4,112	16,242 92	1,356 96
Dunn	7,830	10,664 46	8,450	6,261 92	2,788 50
Eau Claire	10,153	13,828 38	10,572	8,504 99	3,488 76
Florence	618	841 71	685	1,189 90	226 05
Fond du Lac	15,736	21,432 43	15,766	18,550 98	5,202 78
Forest	158	215 19	189	2,300 33	62 37
Grant	13,422	18,280 76	13,244	12,344 42	4,370 52
Green	8,145	11,093 49	7,772	11,324 81	2,564 76
Green Lake	5,465	7,443 33	5,513	5,612 88	1,819 29
Iowa	8,015	10,916 43	8,109	8,084 43	2,675 97
Jackson	5,858	7,978 59	5,915	3,271 22	1,951 95
Jefferson	12,101	16,481 56	12,153	13,476 43	4,010 49
Juneau	6,005	8,178 81	6,170	2,870 59	2,036 10
Kenosha	5,123	6,977 52	5,095	7,753 26	1,681 35
Kewaunee	6,958	9,476 79	6,943	4,184 56	2,291 19
La Crosse	12,998	17,703 27	13,109	13,522 17	4,325 97
La Fayette	7,114	9,689 26	7,077	8,281 68	2,335 41
Langlade	3,040	4,140 48	3,221	2,085 34	1,062 93
Lincoln	3,817	5,198 75	3,663	3,926 20	1,208 79
Manitowoc	14,746	20,084 05	15,070	12,520 60	4,973 10
Marathon	11,759	16,015 75	11,988	7,032 34	3,956 04
Marinette	6,025	8,206 05	6,724	6,885 02	2,218 92
Marquette	3,652	4,974 02	3,729	1,684 48	1,230 57
Milwaukee	78,591	107,040 94	85,000	111,000 00	28,013 14
Monroe	8,458	11,519 70	8,705	4,357 78	2,872 65
Oconto	5,746	7,826 05	5,905	2,978 50	1,948 65
Oneida	986	1,342 93	1,358	3,255 38	448 14
Outagamie	14,047	19,132 01	14,588	11,224 77	4,814 04
Ozaukee	5,953	8,107 98	5,933	6,789 56	1,957 89
Pepin	2,614	3,560 26	2,506	1,247 47	826 98
Pierce	7,436	10,127 83	7,483	4,896 95	2,468 39
Polk	5,126	6,981 61	5,175	3,897 11	1,707 75
Portage	9,277	12,635 27	9,393	2,508 39	3,099 69
Price	1,390	1,893 18	1,513	3,226 29	499 29
Racine	13,156	17,918 47	13,278	26,621 67	4,381 74
Richland	7,000	9,534 00	6,962	4,530 84	2,297 46
Rock	13,987	19,050 29	14,241	16,292 21	4,699 53
St. Croix	8,134	11,078 50	8,405	6,629 35	2,773 65
Sauk	10,911	14,860 78	11,181	9,524 85	3,689 73
Sawyer	516	702 79	437	1,631 80	144 21

Apportionment of School Fund Income.

APPORTIONMENT OF THE SCHOOL FUND INCOME—Continued

COUNTIES.	JUNE, 1891.		NOVEMBER, 1891, AND JUNE 1892.		
	Children, June 30, 1890.	Apportionment, $1.362 per capita.	Children, June 30, 1891.	Apportionment, $1.024 per capita.	Apportionment, 33c. per capita.
Shawano	7,116	9,691 99	7,518	3,325 19	2,480 94
Sheboygan	15,769	21,477 37	16,217	19,331 16	5,351 61
Taylor	2,429	3,308 29	2,574	1,197 46	849 42
Trempealeau	7,187	9,788 69	7,381	3,937 24	2,435 73
Vernon	9,614	13,094 26	9,647	4,752 03	3,183 51
Walworth	8,247	11,232 41	8,129	17,079 85	2,682 57
Washburn	690	939 78	832	985 93	274 56
Washington	8,772	11,947 46	8,807	11,724 12	2,906 31
Waukesha	10,466	14,254 69	10,553	19,730 21	3,482 49
Waupaca	9,610	13,088 82	9,843	4,813 22	3,248 19
Waushara	5,117	6,969 35	5,027	2,569 98	1,658 91
Winnebago	17,264	23,513 56	17,660	18,117 29	5,827 80
Wood	6,778	9,231 63	6,848	2,904 52	2,259 84

THE TRUST FUNDS.

An exhibit of each of the Trust Funds on the 30th day of September, 1892, together with the income derived from each, for the year ending on the same date is here given. It will be seen that a portion of the funds is invested in "certificates of indebtedness," and interest bearing bonds of various cities, counties, villages and towns in Wisconsin: that another portion is loaned direct to cities, counties, villages and towns, also in Wisconsin; while a third portion is due on loans and certificates of sales of school lands. The "certificates of indebtedness" represent loans made to the state for war purposes, authorized by acts of the legislature during and immediately subsequent to the war. These certificates of indebtedness bear seven per cent. interest, which is paid annually into the income of each fund. The interest on the bonds, loans, etc., is also paid annually. The total of these items of interest makes up the income of the productive funds. Several other items, however, such as the one mill tax for common schools, and the nine-fortieth mill tax for the university, are authorized by law to be added to the income of some of the funds, and these are therefore also given under the head of the respective incomes.

SCHOOL FUND.

Certificates of indebtedness	$1,563,700 00
Ashland county bonds	15,000 00
Ashland city bonds	30,000 00
Chippewa Falls city bonds	20,000 00
Chilton city bonds	7,600 00
Chilton town bonds	17,400 00
Elkhorn school bonds	10,000 00
Elroy city bonds	6,350 00
Eau Claire city bonds	30,000 00
Fond du Lac school bonds	30,000 00

Common School Fund.

Madison city bonds	$60,000 00
Milwaukee city bonds	321,000 00
Milwaukee city school bonds	60,000 00
Mineral Point city bonds	6,000 00
Marathon county bonds	40,000 00
Marathon county bonds, premium	1,039 44
Oconomowoc city hall bonds	4,000 00
Oshkosh city bonds	50,000 00
Ripon city bonds	7,500 00
Stoughton city bonds	30,000 00
Superior city bonds	250,000 00
Superior city bonds, premium	39,151 48
Wausau city bonds	30,000 00
Loan to Board of Education, city of Madison	20,000 00
Loan to Barron county	12,000 00
Loan to Brown county	82,650 00
Loan to Jackson county	10,000 00
Loan to Lincoln county	8,397 00
Loan to Oneida county	8,467 70
Loan to Price county	28,000 00
Loan to Washburn county	2,154 80
Loan to city of Berlin	8,000 00
Loan to city of Merrill	2,360 00
Loan to city of New London	16,000 00
Loan to city of Rice Lake	2,100 00
Loan to city of Wausau	4,000 00
Loan to town of Arcadia	11,666 66
Loan to town of Arena	600 00
Loan to town of Apple River	120 00
Loan to town of Auburndale	220 00
Loan to town of Ashland	4,517 08
Loan to town of Arthur	1,800 00
Loan to town of Cleveland, Marathon county	192 86
Loan to town of Crandon	1,600 00
Loan to town of Clinton, Barron county	800 00
Loan to town of Chelsea, Taylor county	1,200 00
Loan to town of Day	1,050 00
Loan to town of Eau Pleine	100 00
Loan to town of Gillett, Oconto county	300 00
Loan to town of Hixon, Clark county	1,320 00
Loan to town of Millston	1,333 34
Loan to town of Mineral Point	2,000 00
Loan to town of Moscow	5,299 00
Loan to town of Mosinee	950 00
Loan to town of Maine	2,550 00
Loan to town of Pleasant Valley	3,065 00
Loan to town of Richfield	1,650 00
Loan to town of Rolling	400 00
Loan to town of Russell	4,500 00
Loan to town of St. Croix Falls	1,250 00

University and Normal School Funds.

Loan to town of Shell Lake	$3,333	33
Loan to town of Spooner	4,500	00
Loan to town of Waldwick	10,200	00
Loan to town of Washburn	750	00
Loan to town of Weston	340	00
Loan to town of Wood	5,000	00
Loan to village of Bloomer	400	00
Loan to State Agricultural Society	90,666	00
Total	$2,996,544	63
Cash on hand September 30, 1892	1,811	08
Grand total	$2,998,355	71

UNIVERSITY FUND.

Certificates of indebtedness	$111,000 00
Eau Claire county bonds	10,000 00
Manitowoc county bonds	30,000 00
Platteville city bonds	6,000 00
Stoughton city bonds	3,000 00
Tomahawk city bonds	10,000 00
Vernon county bonds	20,000 00
Waupaca county bonds	8,000 00
Loan to Shawano county	10,500 00
Loan to city of Menomonie	6,000 00
Total	$214,500 00
Cash on hand Sept. 30, 1892	1,361 42
Grand total	$215,861 42

NORMAL SCHOOL FUND,

Certificates of indebtedness	$515,700 00
Ashland county bonds	45,000 00
Ashland city bonds	5,000 00
Beaver Dam city bonds	12,000 00
Centralia city bonds	3,900 00
Columbus city hall bonds	12,000 00
Columbus school house bonds	7,000 00
Chippewa Falls city bonds	30,000 00
Durand city bonds	3,000 00
Edgerton city bonds	16,000 00
Glenwood town bonds	10,000 00
Hudson city bonds	44,000 00
Kenosha city bonds	100,000 00
La Crosse city bonds	10,000 00
Madison city bonds	90,000 00
Manitowoc county bonds	70,000 00

Agricultural College Fund.

Milwaukee city school bonds	$110,000 00
Milwaukee city bonds	273,000 00
Menasha city bonds	13,250 00
Neenah city bonds	4,000 50
Neenah city hall bonds	3,000 00
Oshkosh city bonds	51,000 00
Oshkosh bridge bonds	23,000 00
Portage city bonds	24,000 00
Richland Center city, water works bonds	7,000 00
Taylor county bonds	2,000 00
Vernon county bonds	4,000 00
Viroqua village bonds	2,000 00
Waushara county bonds	6,000 00
Waupaca county bonds	3,750 00
School District No. 5, Viroqua, bonds	4,200 00
Loan to Brown county	20,000 00
Loan to Dunn county	65,000 00
Loan to Florence county	12,000 00
Loan to Jackson county	18,000 00
Loan to Lincoln county	1,565 04
Loan to Manitowoc county	15,000 00
Loan to Oneida county	1,969 91
Loan to Washburn county	10,000 00
Loan to city of Menasha	7,500 00
Loan to village of Osceola	1,000 00
Loan to village of White Fish Bay	6,000 00
Loan to city of Chippewa Falls	15,000 00
Loan to Light Horse Squadron	30,000 00
Loan to town of Grover	3,600 09
Loan to town of Worcester	2,000 00
Loan to town of Waupaca	4,000 00
Loan to city of Waupaca	13,500 00
Loan to city of Mineral Point	10,000 00
Loan to city of Phillips	10,000 00
Total	$1,749,934 95
Cash on hand September 30, 1892	11,887 50
Grand Total	$1,761,822 45

AGRICULTURAL COLLEGE FUND.

Certificates of indebtedness	$60,600 00
Eau Claire county bonds	10,000 00
Manitowoc county bonds	62,000 00
Grand Rapids bridge bonds	7,000 00
Board of Education, city of Neenah bonds	8,000 00
Black River Falls city bonds	20,000 00
Madison city bonds	2,500 00

Agriculiural College Fund.

Milwaukee city bonds	$30,000 00
New Richmond city bonds	2,500 00
Platteville	7'900 00
Tomahawk city bonds	5,500 00
Loan to city of Merrill	7,000 00
Loan to town of Hancock, Waushara county	5,000 00
Total	$223,000 00
Cash on hand Sept. 30, 1892	11,264 49
Grand total	$234,264 49

INCOMES

Of the several funds during the year ending September 30, 1892.

SCHOOL FUND INCOME.

Interest on certificates of indebtedness	$109,459 00
Interest on certificates of sales and loans due	20,955 81
Interest on bonds	45,533 41
Interest on loans to counties, towns, etc	17,382 06
One mill state tax, chapter 283, laws 1885	623,859 42
State tax, section 247, R. S	7,088 36
Refunded, town of Thorpe	205 66
Refunded, town of Leola	82 59
Refunded town of Sun Prairie	70 83
Interest on deposits in banks	4,270 13
Total	$828,907 27

NORMAL SCHOOL FUND INCOME.

Interest on certificates of indebtedness	$36,099 00
Interest on bonds	54,602 33
Interest on certificates of sales and loans due	1,853 91
Interest on loans to counties, towns, etc	4,507 77
Tuition, fees, books, rents, etc	13,533 52
State tax for Fifth normal school	10,000 00
Refunded	45 50
Interest on deposits in banks	2,153 86
Total	$122,796 79

UNIVERSITY FUND INCOME.

Interest on certiOcates of indebtedness	$6,776 00
Interest on bonds	3,500 00
Interest on certificates of sales and loans due	1,014 82
Interest on loans to counties, towns, etc	1,140 00
Tuition fees, sales of farm products, etc	$34,201 14
Appropriation by United States for Experiment Station	15,000 00
Nine-fortieth mill tax	141,372 37

Incomes.

One per cent. on railroads and other companies, ch. 283, laws 1889	12,415 04
Appropriation by United States for College of Agriculture and Mechanics	18,000 00
M. M. Jackson bequest	461 65
Interest on deposits in banks	2,697 24
Total	236,568 26

AGRICULTURAL COLLEGE FUND INCOME.

Interest on certificate of indebtedness	$4,242 00
Interest on bonds	7,175 00
Interest on certificates of sales and loans due	4,637 04
Interest on loans to counties, towns, etc	671 94
Interest on deposit in banks	256 66
Total	16,982 64

Summer Schools.

PRIVATE SUMMER SCHOOLS.—1891.

Location.	Principal Teacher.	No. Enrolled.			No. Holding Certificates.			Rate of Tuition per Week.	Average Total Expense per Week.
		Male.	Female.	Total.	First Grade.	Second Grade.	Third Grade.		
Totals		183	724	907	39	112	675		
Alma	J. E. Hoenes	.....	.....	16	.....	1	13	$1.00	$3.00
Baldwin	George Peterson	9	26	35	.....	5	..	75	4.00
Chippewa Falls	J. Leidenberg	3	71	74	4	7	16	1.00	4.50
Chetek	R. H. Mueller	.....	.....	42	.....	7	38	1.00	3.50
Dartford	R. L. Huff	22	70	92	1	7	26	1.00	2.75
De Pere	D. S. Rice	.....	.....	62	4	7	74	.55	3.50
De Sota	J. F. Burgers	2	21	23	.....	2	43	.60	2.60
Ellsworth	Jas. Goldsmithy	24	40	64	3	.....	14	.75	.....
Grand Rapids	G. W. Paulus	7	66	73	.....	6	54	1.00	4.00
Jacksonport	J. C. Langemak	.....	.....	25	.....	3	22	1.00	3.50
Hartford	P. T. Nelson	.....	.....	52	.....	4	39	1.00	3.75
Menomonie	J. E. Florin	10	83	93	1	13	43	1.00	2.34
Milwaukee	S. Kundiger	14	11	25	.....	.....	.....	1.50	.....
Monroe	R. E. Sweland	6	50	56	4	8	28	1.00	3.50
Prairie du Chien	F. G. Kraege	2	33	35	5	9	21	.60	2.23
Rochester	A. E. Schaub	14	57	71	8	2	32	1.00	3.60
Richland Center	T. H. Haney	6	70	76	2	8	44	2.50	3.00
Rock Elm	Foley & Bryant	.....	.....	20	.....	5	1	.50	2.50
Spring Green	W. A. Cundy	24	100	124	7	6	69	.50	2.75
Waterloo	H. A. Whipple	2	20	22	.....	.....	17	1.00	4.00
West Salem	A. E. Buckmaster	38	6	44	.....	6	33	.90	4.00
Wilton	James P. Galiger	.....	.....	61	.....	6	48	.50	2.50

PRIVATE SUMMER SCHOOLS.—1892.

Location.	Principal Teacher.	No. of weeks held.	No. enrolled.	No. enrolled who have taught school.	No. holding 1st. grade certificates.	No. holding 2d. grade certificates.	No. holding 3d. grade certificates.	Average daily attendance.	Amount charged for tuition per week.
Totals.....	.....	187	2,470	1,812	80	293	1,557	55	.....
Arkansaw.....	D. E. Cameron.....	6	37	28	1	3	25	32	$0.75
Black River Falls	F. B. Dell.....	6	66	59	3	20	36	60	1.25
Cassville.....	J. Charles Churchill.	7	49	39	.....	4	40	42	1.00
Chetek	N. E. Carver.....	6	42	36	.....	6	30	42	1.00
Chilton.....	Henry Severin.....	4	66	41	.....	.....	41	59	1.00
Chippewa Falls..	J. Leidenberg.....	6	89	71	5	16	50	70	1 00
De Pere.....	A. W. Dassler.....	4	48	40	1	7	32	38	.70
Dodgeville.....	J. A. James.....	4	73	51	5	4	44	65	1.00
Ellsworth.....	C. J. Brewer.....	6	81	58	14	18	30	71	.75
Fort Atkinson...	D. D. Mayne.....	5	171	125	3	20	115	155	1.00
Grand Rapids....	W. H. Luehr.....	4	58	39	1	4	34	47	1.00
Horicon.....	J. H. Derse.....	6	82	75	5	12	65	73	1.00
Jacksonport.....	J. C. Langemak	4	27	20	.....	4	16	25	1.00
Madison.....	R. G. Deming.....	5	36	25	1	1	23	32	1.35
Manitowoc.....	J. Evans.....	4	76	60	.....	7	59	73	.....
Mauston.....	W. L. Morrison.....	4	93	73	1	10	71	85	1.00
Menomonie.....	J. E. Florin.....	6	114	87	4	16	67	96	1.00
Mondovi.....	H. H. Moe.....	4	24	18	.....	5	13	.....	1.00
Monroe.....	J. J. Cunningham...	5	46	34	4	7	25	39	1.00
Oconomowoc....	W. A. Hodge.....	4	35	23	.....	2	15	34	1.00
Oconto Falls.....	E. J. Johnson.....	6	28	18	.....	2	25	24	.85
Olivet.....	C. A. Bryant.....	6	25	5	.....	2	3	22	.75
Oregon	A. H. Sholtz.....	6	63	36	.....	6	34	60	.75
Plymouth.....	Otto Gaffron.....	4	67	60	3	11	48	55	1.00
Portage.....	C. N. Smith.....	5	90	85	2	7	77	.....	1.00
Princeton	Lillian Huff	4	76	54	2	6	55	71	1.00
Richland Center.	Theo H. Haney.....	4	30	21	1	2	16	28	1.25
Rochester	A. A. Upham.....	5	75	60	5	8	47	72	1.00
St. Croix Falls...	H. M. Coldren	6	64	45	.....	2	50	57	1.00
Sauk City.....	John S. Roeseler.....	6	57	40	4	16	28	45	.75
Seneca	M. O. Hill.....	6	33	20	.....	1	19	26	1.00
Spring Green....	J. D. Rouse	5	75	39	2	5	44	.....	.50
Viroqua.....	D. O. Mahoney..	6	170	110	4	28	91	150	.83
Wausau.....	P. H. Hewitt	4	68	40	1	4	35	62	1.25
Weyauwega.....	J. C. Freehoff.....	5	125	88	2	10	90	112	.60
West Bend.....	H. Wahle.....	5	55	40	4	6	30	45	.....
Wilton.....	James P. Galiger....	4	57	49	2	11	36	50	.65

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